

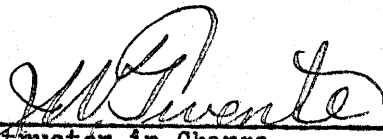
THE JUNIOR HIGH SCHOOL MOVEMENT IN KANSAS

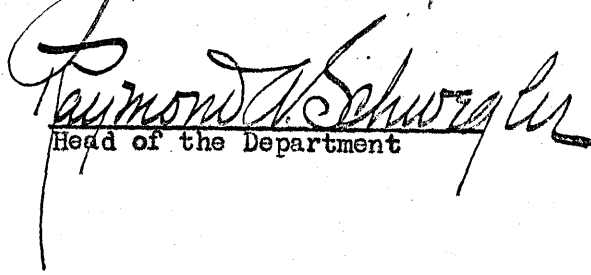
by

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W.W. McConnell

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## INTRODUCTION

The expansion of the educational system and opportunity in Kansas in building facilities, in professional preparation of teachers, and in the faith of the people in education is too apparent to require supporting evidence. The advancement of this commonwealth of less than three-score and ten years of age in educational provisions is most inspiring. Attention is here invited to two recent comments:

"More pupils were enrolled in high schools in each of the following states in 1926 than in the whole nation in 1870: California, Illinois, Indiana, Kansas, Massachusetts, Michigan, Minnesota, Missouri, New Jersey, New York, Ohio, Oklahoma, Pennsylvania, Texas, and Wisconsin."

"---for the United States as a whole in 1926 there were 32 pupils in public high schools to each 1,000 population. This number varied from 57 in Kansas to 13 in Georgia. While this variation between states is greater, perhaps, than it should be, the nation as a whole is making real progress toward providing its children a sufficient number of years of schooling to prepare them for successful living."<sup>(1)</sup>

"Kansas is the leading junior high school state in the Middle West. In 1925-26 eleven Kansas cities of the first class had twenty-six junior high schools; fifty-seven cities of the second class and twenty-six cities of the third class had one junior high school each. The total is 109 intermediate schools with about one thousand teachers and forty thousand pupils. In no other state in the Mississippi Valley has the movement gained such headway, spreading so regularly and uniformly among communities located evenly throughout the commonwealth."<sup>(2)</sup>

These comments were not written by Kansas. But, if secondary education is valuable, if the junior high school idea is correct or a mark of superiority, Kansas is making splendid progress so far as this part of the educational system is concerned.

---

(1) Research Bulletin - N.E.A. Vol. VI. No. 1, Pages 12 and 14.--1928.

(2) Lyman, R.L.--The Junior High Schools of Kansas City, Kans. S.R. Mar. 1928, p. 176.

# THE JUNIOR HIGH SCHOOL MOVEMENT IN KANSAS

## Chapter 1.

### THE RISE AND PRESENT POSITION OF THE JUNIOR HIGH SCHOOL.

The past fifteen years have constituted a definite growth period of that new unit of the educational system of Kansas, the Junior High School. Fort Scott, only, seems to have had even the germ of the movement to say nothing of the foundation of the institution before 1912. <sup>(1)</sup> This period of development and extension of the Junior High School in Kansas seems to follow rather than precede a similar development among some secondary schools that pioneered in the movement in the nation as evidenced in the writings of Briggs <sup>(2)</sup> and Davis. <sup>(3)</sup>

The Kansas Educational Directory of 1926-1927 lists Junior High Schools as follows:

	<u>Number</u>	<u>Enrollment</u>
First Class Cities	26	12,702
Second " "	56	12,855
Third " "	<u>26</u>	(not given)
Total	108	

From the Twenty-Fifth Biennial Report of the State Superintendent of Public Instruction of Kansas on page 279 the following summary of high school enrollments is given:

- 
- (1) H.P. Study--The Junior-Senior High School Movement in Kansas--The Kansas Teacher, January 1917.
  - (2) Thomas H. Briggs--The Junior High School--Houghton, Mifflin Co. 1920--Chap. II--The Development of the Junior High School, page 29.
  - (3) C.O. Davis--Junior High School Education--World Book Co. 1924--Page 27.

## Average Daily Attendance

## Junior High School

a. Second Class Cities	12,347	
b. First Class Cities	12,488	24,835

## Senior High School

a. Two-Teacher Schools	32,773	
b. Second Class Cities	19,019	
c. First Class Cities	11,768	
d. Community High School	4,074	67,634
Total		92,469

The advancement of junior high school pupils to senior high school standing is attended with some loss in numbers. The Twenty-fifth (1) Biennial Report shows for the ninth grade of Kansas high schools 9,260 boys and 9,779 girls with additional junior high school enrollments in the ninth grade of 3,978 boys and 4,185 girls as compared with 7,015 boys and 8,944 girls in the twelfth grade for the school year of 1925-1926. These numbers total 27,192 for the ninth grade and 15,959 for the twelfth grade. The twelfth grade enrollment is 58.7% of the ninth grade enrollment.

Possibly the present twelfth grade class was slightly smaller than the present ninth grade class when in the ninth grade. The Twenty-fourth Biennial Report gives the ninth grade enrollment for 1922-1923 as 26,586.

(3)

From another source we have the following facts:

- 
- (1) Twenty-fifth Biennial Report--The State Superintendent of Public Instruction of Kansas--1925-1926. Page 387.
  - (2) Twenty-fourth Biennial Report--The State Superintendent of Public Instruction of Kansas--1923-1924. Page 380.
  - (3) Frank M. Phillips--Statistics of State School System--Bulletin No. 39, 1927. Bureau of Education, page 2.

Grades (Figures for 1926) Percentage Distributions Cumulative Percentages

Kindergarten	2.78	2.78
First	16.18	18.96
Second	11.47	30.43
Third	11.10	41.53
Fourth	10.83	52.36
Fifth	10.06	62.42
Sixth	9.09	71.51
Seventh	7.84	79.35
Eighth	<u>6.05</u>	<u>85.40</u>
Total Elementary	85.40	
Ninth	5.54	90.94
Tenth	3.90	94.84
Eleventh	2.86	97.70
Twelfth	<u>2.30</u>	100.00
Total High School	14.60	

The first column of figures shows that for the United States in 1926 in public elementary and high schools, 2.78% of the enrollment was in the kindergarten, 16.18% in the first grade, etc. The cumulative percentages of the second column give the percentages of pupils who are enrolled in that grade or grades lower than that grade.

These two paragraphs show the tendency of smaller enrollments in the higher as compared with the lower grades. There is an abundance of evidence to show some dropping out of school on the part of pupils. In some places more pupils are entering the lower grades than did in former years.

Since there are some Recognized Junior High Schools in Two-or more Teacher schools the enrollments from which are not counted in Table 20 of the Biennial Report, it seems at least a reasonable assumption that

approximately one-third of the senior high school pupils of Kansas will attain that standing through some form of Junior High School.

The Junior High School enrollment is 17,819 and the total enrollment of all public Junior and Senior High Schools for the state is 81,568. Kansas is ranked first among all the states in number of pupils in public high schools to each 1,000 in total population in 1924. This table of figures would similarly rank Kansas first and without a close competitor in the number of pupils in Junior High Schools to each 1,000 in total population in 1924. (1)

The Research Bulletin of the N.E.A. Vol. VI, No. 1 on page 12 gives Kansas a Junior High School enrollment of 22,824 and a total public junior and senior high school enrollment of 103,187 with 57 per thousand of population. Kansas ranks first in this respect among the states of the union. For the nation the public high school enrollment per thousand of population is 32.

#### SOME LEGAL ASPECTS OF THE STUDY

In Kansas the junior high school developed as a functioning institution before legal provisions were made for it or legal sanction was given. It arose in response to an educational need. Years later the law approved the junior high school. The following synopsis of Junior High School Legislation is explanatory of legal evolution relating to this school.

---

(1) Department of Superintendence--Fifth Yearbook--The Junior High School Curriculum, 1927, pages 24-25.

(1)

## JUNIOR HIGH SCHOOL LEGISLATION

(Like many public institutions, the junior high school in Kansas has been dependent on and influenced by legislation. The following quoted legal summary indicates a tardy legislative recognition of junior high schools.)

To date, the junior high school has been given but little statutory mention. It would seem, however, that the 1917 legislature had in mind this type of school. Section 7, chapter 284, Session Laws of 1917 (sec. 520, School Laws of 1923), pertaining to courses of study, contains the following provision:

"The rural high schools herein provided for shall follow the course of study prescribed for rural high schools by the State Board of Education, and said State Board of Education may extend the course of study so as to include a two-year course equivalent to the course of study prescribed by the State Board of Education for the last two years in the elementary schools." (R.S. 72-3510.)

Then again, section 2, chapter 299, Session Laws of 1915 (sec. 81, School Laws of 1923) pertaining to teachers' life certificates, contains the following provision:

"Each person who has completed a standard four-year high school course approved by said institution as referred to in section 1, and who has completed the freshman and sophomore courses prescribed by the faculty and approved by the State Board of Administration, shall be entitled to a life certificate to teach in the elementary schools and the junior and two-year high schools of the state of Kansas." (R.S. 72-1334.)

Also, section 72-4101, Revised Statutes of 1923 (sec. 711, School Laws of 1923) relating to the State School Book Commission, has the following provision:

"The said State School Book Commission may adopt, print, or publish, as in their opinion may be desirable or practicable, other textbooks in addition to the books enumerated above and may approve textbooks in subjects not enumerated above for special courses, to meet the needs and requirements of the courses of study prescribed for use in the public schools, including the high schools of the state."

---

(1) The material under this heading is taken directly from the Junior High School Manual--State Department of Public Instruction--1925, pages 7-8 with the addition of one paragraph.

Also, section 6, chapter 296, Session Laws of 1915 (sec. 702, School Laws of 1923) pertaining to the State Board of Education, contains the following provision:

"The board shall provide courses of study for the public schools of the state, including the common or district schools, the graded schools, and the high schools." (R.S. 72-102.)

Also, Circular, 11-M, sent out from the Department of Education, gives the following concerning junior high-school certification:

"No school will be designated or recognized as a junior high school if the teachers of such department do not hold certificates based upon 60 hours (2 years) of college." (This is not retroactive.)

#### NEW JUNIOR HIGH SCHOOL LEGISLATION Formation of Junior High Schools.

Section 1, chapter 240, Session Laws 1925, provides:

"Any board of education or board of any school district in this state is hereby authorized to provide for an intermediate school or junior high school, which shall be called a 'junior high school' and which will include two or more of the first three years immediately following the first six years of school instruction. The State Board of Education is authorized and directed to prescribe a course of study for each year of such junior high school and provide regulations for teaching therein, and the State School Book Commission is hereby authorized and directed to approve or adopt suitable textbooks therefor." (Published March 20, 1925.)

Following the direction of the 1925 legislature, the State Board of Education, on April 7, 1925 adopted the following regulations concerning junior high schools:

"To receive recognition, a junior high school may be maintained only in connection with an accredited senior high school and shall consist of the seventh, eighth and ninth grades.

"No person shall be eligible to teach in the junior high school, as defined above, who has not completed at least sixty semester hours of standard college work. The high-school supervisors are directed to require reports from junior high school organizations in the same manner now required for the senior high school organizations."

Minutes of November 8, 1927, State Board of Education, Page 1057.

"Moved that the Junior high school shall consist of the first two or first three years immediately following the first six years of school instruction and shall have its work departmentalized, similar to the senior high school, and its curriculum differentiated. This motion supersedes the action of the State Board of Education on April 9, 1925."

From the foregoing it appears that junior high schools can only be organized in school systems that maintain a four-year accredited high school in connection with the grades. However, section 7, chapter 284, Session Laws of 1917, gives rural high schools the same privilege. Its provisions are as follows:

"The rural high schools herein provided for shall follow the course of study provided for rural high schools by the State Board of Education, and said State Board of Education may extend the course of study so as to include a two-year course equivalent to the course of study prescribed by the State Board of Education for the last two years in the elementary schools."

No legal authorization can be found for forming a junior high school in connection with a community high school district.



The report of the officially recognized junior high schools of the state of Kansas for 1926-1927 follows:

State of Kansas  
Department of Education

JUNIOR HIGH SCHOOLS

The following is a list of the Junior High Schools, composed of the seventh, eighth, and ninth grades given recognition by the State Board of Education for the year 1926-1927. The classification is based on the rulings of the State Board of Education of Kansas:

Arkansas City  
Arnold  
Atchison  
    Ingalls Junior

Belpre  
Bird City  
Bonner Springs  
Cambridge  
Chanute  
Coffeyville  
Colby  
Dodge City  
Eldorado  
Emporia  
    Lowther Junior

Formoso  
Fort Scott  
Fredonia  
Frontenac  
    Washington Jr.

Garden City  
    Andrew Sabine Junior

Holton  
Horton  
Hutchinson  
    Liberty Jr.  
    Sherman Jr.

Independence  
Iola  
Junction City  
Kansas City  
    Argentine Jr.  
    Rosedale Jr.

Lawrence  
Leavenworth  
Liberal  
Lucas  
McPherson  
Manhattan  
Neodesha  
Oskaloosa  
Parsons  
    East Junior

Pittsburg  
    K.S.T.C. Junior

Pratt  
Salina  
Topeka  
    Boswell Jr.  
    Lincoln Jr.  
    Oakland Jr.  
    Quincy Jr.  
    Roosevelt Jr.

Trousdale  
Welborn  
    (Kansas City, Kans. P.O.)

Wellington  
West Mineral  
    Mineral Junior

Wichita  
    Alexander Hamilton Jr.  
    Central Intermediate Jr.  
    James Allison Jr.  
    Theodore Roosevelt Jr.

Winfield

The Recognized Junior High School list for 1927-1928 is just available and differs from the above list only by these additions and deductions with a net gain of eight junior high schools:

Additions:

Beeler	Kansas City	Minneola
Franklin	Central	Nortonville
	Northeast	Parsons-West
	Northwest	Waterville

Deductions:  
    Colby

The administrators of 46 of these schools report dates of organization as follows:

<u>Year</u>	<u>No. Organized</u>	
1912	1	(Garden City. Probably Fort Scott was organized at this time, but it was not reported.)
1913	0	
1914	1	
1915	1	
1916	1	
1917	5	
1918	2	
1919	4	
1920	2	
1921	5	
1922	2	
1923	7	
1924	7	
1925	2	
1926	4	
1927	1	
No date	1	
	<u>46</u>	

This development finds Kansas at the conclusion of the school term of 1927-1928 with 61 Recognized Junior High Schools of which 19 are in first class cities, 24 in second class cities, and 10 in third class cities. The change in the conditions controlling recognition will probably greatly increase this number for 1927-1928. It is also safe to suggest that a large number of places have the essentials of the Junior High School except as to the required three years in the organization and that pupils in these schools are having all the benefits of this improved educational unit. Too, some few schools may have failed to send in the required report and therefore failed of qualification on the recognized list for this reason.

## THE DEVELOPMENT OF THE JUNIOR HIGH SCHOOL IN U.S.

The junior high school is a twentieth century product. It is the result of combining the recognition of the need of an improvement with high purposes and keen intelligence. Comparatively, this institution probably represents our best educational construction to date. During the first decade of this century there was felt a growing need of an adequate and improved educational institution to replace the then existing provision for the education of pupils in the seventh and eighth

(1)  
grades. Briggs devotes a chapter to the Need of Reorganization of Schools in which he sets forth eleven distinct criticisms of the old order. Davis (2) reveals some interesting facts in regard to the earlier forms and instances of development of this institution. The idea seems to have caught hold during the first decade of the twentieth century to be followed by a cautious development in the second decade, and this in turn was followed by a startling extension in the numbers of such schools in the present decade.

(3)  
From the Fifth Year-book we secure such significant statements as:  
"Using the figures given we may say that for every 1000 persons in Alabama 13 pupils were enrolled in public high schools, while in Kansas 45 out of every 1000 persons were enrolled in high schools."  
"Junior High School enrollment increased 927 percent between 1920 and 1924."

This same Year-book reports for the year 1925-26 a total of 879 junior high schools. In 1923-24, the junior high school enrollment for the nation is reported as 383,417. Of these 17,819 were credited to Kansas with the largest enrollment per thousand of population in the junior high school of any state in the union. Why has Kansas accepted the junior high school idea in such a significant way?

- 
- (1) Thomas H. Briggs--The Junior H.S.--Houghton, Mifflin Co. 1920 Chap. 1.
  - (2) C.O. Davis--Jr. H.S. Education--World Book Co. --1924 Chap. 2.
  - (3) Fifth Yearbook--Dept. of Superintendence--Chap. 2.

## SUMMARY OF CHAPTER 1.

1. The junior high school seems to be past the experimental or temporary stages of growth. The institution is here to stay.
2. Kansas has, in fifteen years, taken a leading place in the establishment and maintenance of junior high schools. Administrators of school systems in 108 cities claim that they have the junior high school organization. This organization is quite generally found in cities of the first class and in the larger cities of the second class. Attention has been called rather widely to the acceptance of the junior high school idea in Kansas and to our tendency to proportionately large enrollments in secondary education. Kansas as a state ranks first in this regard.
3. Junior high schools in Kansas were operating successfully for more than ten years before complete and official legal sanction was given to the establishment of such schools. Now there is adequate legislation with subsequent and supplementary regulations of State Board of Education to put the law into effective operation. On the basis of legislation and regulations, the State Board of Education has given official recognition to 53 junior high schools. In general these schools were established since 1912. The largest numbers established in any years according to reports were seven for each of the years of 1923 and 1924.

## CHAPTER II

## WHAT IS THE JUNIOR HIGH SCHOOL?

(1)

Koos in his recent publication says the following:

"In only two respects do the administrative features approach identity, and these are in the mode of assignment of work to teachers (departmentalization or semi-departmentalization) and in the manner of advancement of pupils (promotion by subject). Sometimes it includes seventh and eighth grades; sometimes seventh, eighth, and ninth; sometimes only a single grade; and, again, as many as four grades. Curricula for junior high schools take a wide variety of forms and represent several types. Standards in the selection of teachers vary greatly from community to community. Admission requirements, methods, advisory systems, disciplinary and social organization, and buildings and equipment range through variation upon variation. In face, the junior high school is hardly the same thing in any two communities."

(2)

C.O. Davis devotes a chapter in his publication to: "What the Junior High School is. In that chapter he uses the following materials on the pages designated:

On page 1: "In 1918 the North Central Association unanimously approved the following declaration of principle: Resolved, That the term Junior High School, as used by this association shall be understood to apply only to schools including the ninth grade combined with the eighth grade, or with the eighth and seventh grades, in an organization distinct from the grades above and the grades below."

On page 7: "The North Central Association Commission on Secondary Schools said, under date of March, 1919:

"A junior high school is a school in which the seventh, eighth, and ninth grades are segregated in a building (or a portion of a building) by themselves, possess an organization and administration of their own that is distinct from the grades above and the grades below, and are taught by a separate corps of teacher. Such schools, to fall within the classification of junior high schools, must likewise be characterized by the following:

1. A program of studies decidedly greater in scope and richness of content than that of the traditional elementary school.
2. Some pupil choice of studies, elected under supervision.
3. Departmental teaching.
4. Promotion by subject.
5. Provision for testing out individual aptitudes in academic, prevocational, and vocational work.
6. Some recognition of the peculiar needs of the retarded pupil of adolescent age, as well as special consideration for the super-normal.
7. Some recognition of the plan of supervised study.

---

(1) Leonard V. Koos--The Junior High School--Ginn & Co. 1927. p. 10.

(2) C.O. Davis--Junior High School Education--World Book Co. 1924.

(1)

Davis on page 6 quotes from Dr. Charles H. Johnston the following passage which he characterizes as visionary:

"The junior high school is the name we have come to associate with new ideas of promotion, new methods of preventing elimination, new devices for moving selected groups through subject matter at different rates, higher compulsory school age, new and thorough analysis of pupil populations, enriched courses, varied curriculum offerings, scientifically directed study practice, new schools for all sorts of educational guidance, new psychological characterizations in approaching the paramount school problem of individual differences, new school year, new school day, new kind of class exercise, new kind of laboratory and library equipment and utilization, and new kinds of ultimate community service."

On page 13 the author concludes as follows:

"Finally--to sum up the answer to the question, What is a junior high school?--it may be said that a junior high school is a school that comprehends the following factors:

- (1) A separate organization of the seventh, eighth, and ninth grades, or of at least two of these grades.
- (2) A separate building in which to house these grades.
- (3) A separate staff of teachers and supervisory officers to administer the work of these grades.
- (4) A program of studies differing greatly from the course of study to be found in the like-numbered grades of the traditional school in America.
- (5) A partial or complete departmental organization of subject-matter and teaching.
- (6) The organization of a limited number of curricula, each containing groups of variable and of constant courses.
- (7) A definite, effective plan of educational and vocational guidance, definitely and effectively administered.
- (8) Certain elective studies, to be chosen by pupils under guidance.
- (9) Socialized recitation periods.
- (10) Supervised study periods.
- (11) Promotion by subject.
- (12) Methods of instruction differing notably from the methods employed in the grades above and in the grades below.
- (13) The organization and administration of student activities in accordance with the needs and interests of adolescent pupils, regardless of the practices prevailing in the grades above or below.
- (14) The organization of the school year, the school week, the school day, and the school hour in such a manner as to produce a school discipline, a school spirit, and a school accomplishment that find justification in and through the principles of psychology, physiology, sociology, and pedagogy, regardless of the bias of tradition, the demands of particularized life callings, and the requirements of the senior high school and colleges.
- (15) The admission of pupils to the school on the basis of what is best for each individual, without undue regard to the conventional school work he has mastered.

- (16) The recognition of individual differences in capacities, tastes, and purposes in the organization and conduct of class work.
- (17) A new name.

(1)

From the consideration of the functioning of the institution, Briggs on page twenty-six of his book suggests some significant principles:

"What program, then, is forced upon the schools by this combination of principles and facts? Clearly an intermediate period of education, beginning one or two years before the law releases any pupil from study, an intermediate period in which the schools shall attempt at least five things: first, to continue, in so far as it may seem wise and possible, and in a gradually diminishing degree, common, integrating education; second, to ascertain and reasonably satisfy pupil's important immediate and assured future needs; third, to explore by means of material in itself worth-while the interests, aptitudes, and capacities of pupils; fourth, to reveal to them, by material otherwise justifiable, the possibilities in the major fields of learning; and fifth, to start each pupil on the career which, as a result of the exploratory courses, he, his parents, and the school are convinced is most likely to be of profit to him and to the State. When these ends have been accomplished, the law may release pupils from compulsory attendance at regular day schools; sufficient information has been gained to make the election of future study not only intelligent, but also attractive, and each type of higher school or curriculum will receive the pupils for which it was established."

#### FUNCTIONS OF THE JUNIOR HIGH SCHOOL

Since under the general topic of Presentation of Findings and in other parts of this study considerable consideration shall be given specific aspects of the problem of the functions of the junior high school, attention here will be called only to some excellent material by including some pages from the writings of Spaulding.

(2)

No other sources will be drawn upon at this stage of development.

The following formulations are from his book.

- 
- (1) Thomas H. Briggs--The Junior High School--Houghton, Mifflin Co. 1920.
  - (2) Francis T. Spaulding--The Small Junior High School--Harvard Univ. Press--1927.

Chapter II, The Functions of the Junior High School, pages 15, 16.

--The Small Junior High School by Francis T. Apaulding.

FUNDAMENTAL OBJECTIVES.--In spite of wide differences in the phrasing of definitions, there seems to be general agreement among writers on the subject that these purposes are represented in a grouping of two or more of the grades between the seventh and the tenth, inclusive, to promote:

- I. An organization of subject matter which shall
  - A. Continue the training begun in the elementary school in those elements of habit, knowledge, and skill which should be a part of everyone's equipment.
  - B. Offer to all boys and girls an insight into the most important fields of human interest and endeavor, as a basis for
    1. Clearer understanding of their duties and privileges both as individuals and as members of society, and
    2. Intelligent choice of their future activities-vocational, avocational, social, recreational, religious.
  - C. Offer to all boys and girls an opportunity to begin training directed toward the activities tentatively chosen.
  - D. Provide for those pupils who must leave school at or before the completion of the junior high school period training which shall fit them so far as possible for immediate entrance into a suitable vocation.
  - E. Make possible the progress of each individual at the rate best suited to his needs and capacities.
  - F. Emphasize in all subjects of study those elements most directly associated with pupils' present and future activities and interests.
  - G. Preserve at each stage a proper balance between the various elements in the pupil's general training and his specialization.
- II. The employment of teaching methods to accord with present knowledge of adolescent psychology, individual differences, and effective teaching technique.
- III. The provision of social experience, both within and without the recognized curriculum, which shall fit the individual to become a generously co-operative member of society.
- IV. The establishment of a system of guidance which shall aid the pupil to determine intelligently
  - A. His future lines of activity, of whatever sort.
  - B. The course of training necessary to fit him for such activity.
  - C. His relations with others with whom he comes, or may come, in contact.



Chapter II, The Functions of the Junior High School. Pages 17-18-19.

--The Small Junior High School, by Francis T. Spaulding.

Classified according to the purpose to which they chiefly contribute, those practices which have found most general acceptance are probably the following:

I. In the organization of subject matter:

- A. The revision of all subject matter to eliminate unnecessary material and to give emphasis to those topics of greatest interest and value to the adolescent boy and girl.
- B. The organization of subject matter on the basis of year or half-year units, each worth while in itself, even though followed by no further study of the subject.
- C. The introduction of general courses (including "survey" and "try-out" courses), covering the fields of
  1. Literature.
  2. Language.
  3. The social studies.
  4. Mathematics.
  5. Science.
  6. Foreign languages.
  7. The arts (including music.)
  8. Home-making.
  9. Business and commerce.
  10. Industry (for both men and women workers.)
  11. Agriculture.
  12. Occupations in general.
- D. Provision for gradually increasing election of subjects.
- E. The introduction of promotion by subject.
- F. Admission to specially arranged courses of study, regardless of regular promotion, of pupils who can profit better by the work of the junior high school than by that of the elementary grades in which they ordinarily be placed.

II. In teaching methods:

- A. Gradually increasing departmentalization of instruction, with the employment of more men teachers.
- B. Classification of pupils by ability, as determined by study of
  1. Intelligence test scores.
  2. Achievement test scores.
  3. General school records.
- C. Supervision of study.
- D. The introduction of socialized classwork.
- E. The use of the problem-project method.
- F. Emphasis on the objective measurement of accomplishment.
- G. Interpretation of achievement in relation to ability.

## Chapter II, The Functions of the Junior High School (Continued)

### III. In the provision of social experience; the introduction of

- A. Clubs and special student-activities.
- B. Intramural athletics.
- C. Student cooperation in school government.

### IV. In the establishment of a system of guidance; the introduction of a systematic program of guidance, in addition to that afforded by the subject-matter offerings of the school, involving

- A. The systematic use of intelligence and achievement tests.
- B. The appointment of advisors definitely responsible for the guidance of individual pupils.
- C. The securing of all possible information relating to pupils' interests, abilities, and needs, as shown through
  - 1. Their general school records, and
  - 2. Observation of their out-of-school activities and environment.

### V. For the better accomplishment of all the purposes of the junior high school:

- A. Inclusion in the junior high school organization of grades seven, eight, and nine.
- B. Separate housing of these grades.
- C. The organization of a separate staff of teachers and the provision of special supervision for these grades.

## SUMMARY OF CHAPTER II

1. The junior high school cannot be completely defined in any terms. It does not need to be defined in order to be utilized. Nearly all authors attempt to define the institution in terms of improvement, of objectives, of functions, or of values for the purpose of arriving at a better understanding of it or of securing increased educational opportunities.

2. The legal definition of the junior high school as given in Chapter I sets up grades, departmentalization, and differentiated curriculum as a basis of recognition. These are brief and not comprehensive. However, the form of the required report suggests that the institution shall do much more than meet these requirements. It is this larger meaning of the junior high school which educational writers are seeking to describe. The school is a synthesis of so many desirable educational factors that it defies rhetoric.

3. The junior high school is that part of our public school system which usually includes grades 7-8 and 9 or some consecutive combination of two of these grades. This is our response to the new understandings of child life and child nature, which is a conscious attempt to adapt educational agencies to the total nature of those to be educated, and which functions by providing more adequately for the needs of adolescence, individual differences, exploration, guidance, social maturity, and the physical, intellectual, and spiritual development of youth.

## CHAPTER III

## PROBLEMS CONSIDERED AND PROCEDURES USED. A STATEMENT OF PROBLEMS CONSIDERED.

In general this study concerns itself only with the fifty-three recognized junior high schools of 1926-1927, the complete list of which is given elsewhere. These were given recognition and were published as the recognized junior high schools because of having complied with the rulings of the State Board of Education. The following phases of the junior high school development problem are here considered somewhat in detail:

1. An evaluation of the purposes of the junior high school as its functions in Kansas communities according to the judgment of the administrators in charge of these schools as evidenced by vote on fifteen standard purposes.
2. A survey to determine the number of times mentioned with support of these fifteen purposes in seven junior high school publications of various dates.
3. A formulation of principal advantages and disadvantages of the junior high school organization as compared with the eight-four organization was derived from the expressed opinions of the administrators of the recognized junior high schools.
4. For the purpose of comparison a check was made from the principal's annual report of the subject offerings in twenty junior high schools of first and second class cities and a similar check was made for ten small city junior high schools.
5. From Bulletin Number 18--Wichita Public Schools--enrollments of four of the intermediate schools and subject enrollments by grades were placed in table form for the purpose of showing pupil distribution by subject in these well established junior high schools.
6. From the annual reports of the superintendents of cities of the first and second class tables were compiled showing averages of salaries, tuition, and average daily attendance per teacher.
7. From these same reports of the superintendents of cities of the first and second class actual subject enrollments were compiled, totaled, and compared by percents.

In this study the writer has attempted to get a view-point of the historical setting, the conditions of operation, the philosophy underlying, and the adequacy of the machinery for carrying forward our comprehensive program of junior high school education in Kansas.

For these purposes it seemed best to limit consideration to those institutions officially classified as recognized junior high schools though many others certainly function on a plane of excellence that means full opportunity for boys and girls enrolled in these schools. With so much excellent material and so many scientific studies dealing entirely with the curriculum recently, it has seemed wise to omit any consideration of content of subject-offerings and also to omit any study of costs.

To what extent are school administrators more or less definitely responsible for the Kansas junior high school as it is? While many factors significantly condition the development and offerings of a school, can we say that the administrator is undoubtedly a major factor? If so, do not the findings presented herein raise some pertinent questions as to clearness of aim, the points of emphasis, and the amount of agreement in purposes of those in charge of our junior high schools?

#### PROCEDURES USED.

In assembling data, the following Inquiry Sheet was used. It was sent to each superintendent and principal of a recognized junior high school.

## INQUIRY SHEET

Subject: THE JUNIOR HIGH SCHOOL MOVEMENT IN KANSAS.

Name of J.H.S. \_\_\_\_\_ City \_\_\_\_\_

Prin. or Supt. \_\_\_\_\_

Date of Establishment of J.H.S. \_\_\_\_\_.

Please read the following fifteen statements carefully. These are accepted SPECIAL PURPOSES OF THE JUNIOR HIGH SCHOOL. As your Junior High School is organized and administered to what extent do these function? After you have read these you are asked for an evaluation as instructed later.

"Special Purposes of the Junior High School from an analysis of Statements of 59 Public School Administrators and 20 College Specialists Published Since 1920."--From Fifth Year-book (p. 20-21)--Department of Superintendence.

(After reading carefully the fifteen purposes with explanation immediately following place 0, 1, 2, or 3 in space.)

- ☐ 1. Meeting individual Differences of Pupils--Enabling Pupils to Follow the Lines of Their Interest and Ability.
- ☐ 2. Prevocational Training and Exploration Resulting in Wise Choice of Later School Courses and Life Work.
- ☐ 3. Counselling or Guidance--Bringing Pupils into Contact with Influence that should Give Direction and Purpose To Their Lives.
- ☐ 4. Meeting the Needs of the Early Adolescent Group.
- ☐ 5. Bridging the Gap Between Elementary and Secondary Schools; Proper Coordination between Lower and Higher Schools.
- ☐ 6. Development of Qualities of Good Citizenship; Preparation of Pupils to Play a Larger Part in the Life of Community.
- ☐ 7. Providing Opportunity for Profitable Self-Activity--Early Development of Leadership, Individuality, and Initiative.
- ☐ 8. Retention of Pupils Beyond Compulsory School Age.
- ☐ 9. Continuation of Common Education or Regular, Scholastic or Academic Training.
- ☐ 10. Rounding out a Complete Unit of Training Beyond the Elementary Grades for Those who Must Leave Early.
- ☐ 11. Introduction of New Subjects into the Curriculum.
- ☐ 12. Affecting Economy of Time in Education.
- ☐ 13. Stimulation of Educational Advancement.
- ☐ 14. Beginning of Definite Occupational Training.

- ( ) 15. Giving Opportunity for Earlier Preparation for College.  
(Please Include and Evaluate Important Additional Purposes.)

( ) 16. \_\_\_\_\_

(INSTRUCTIONS FOR COMPLETING THE BLANKS.) Before each of the Purposes stated above there is a space ( ) for your evaluation of that Purpose as it functions in your H.H.S. Place one of the following responses in each space: 0, 1, 2, 3.

Please think now of the operation of your Junior High School. To what extent, in your judgment, is each of the above Purposes functioning?

- If slightly or negligibly, place 0 in the space.
- If to minimum extent yet actual, place 1 in the space.
- If to minimum extent, place 2 in the space.
- If to maximum extent, place 3 in the space.

-----  
In a telegraphic message state the principal advantage of the Junior High School over the 8-4 arrangement \_\_\_\_\_.

-----  
-----  
In the same way, its disadvantages over the 8-4 arrangement.

-----  
-----  
(Following for Junior High School Principals only.)

In which grades do you have an educational  
guidance program, and in which grades do  
you have a vocational guidance program? \_\_\_\_\_

Is Vocational Guidance done in Special Classes or coordinated with some regular class work?

In the space below or using the back of the sheet if needed, please explain clearly your educational and vocational guidance program. Mention grades, nature of work, and results.

-----  
-----  
-----  
-----  
-----  
(Please enclose any blanks used for Guidance and a Program of Studies.)

In addition to these sources of information, through the courtesy of the state department of education, the annual reports of the superintendents of cities of the first and second class were used. Other information was obtained from the Junior High School Principal's Report. Recent articles and books were used. A careful investigation was made of the files of the Kansas Teacher from 1913 to the present. From these were copied several articles which appear in the appendix to this study.

This investigation is of the survey type. Considerable portions of the study consist of reporting opinions. Throughout, only the simplest statistical technique is used.

### SUMMARY OF CHAPTER III.

1. Why has Kansas responded to the junior high school idea so significantly? What do Kansas school administrators consider the principle purposes of this institution? Are these purposes recognized and supported by junior high school authorities? What are the advantages and disadvantages of this institution as compared with the older 8-4 type of organization? Which subjects are contained in the organization and in which grades are they offered? What about pupil-subject enrollments? These are some of our problems.

2. The finance problem and curricular problems are not considered.

3. By means of an Inquiry Sheet, carefully worked out and approved for the purpose, much information was secured. Publications, official reports, and other sources supplied additional material.



## CHAPTER IV

## PRESENTATION OF FINDINGS.

As indicated in the Inquiry Sheet the fifteen purposes of the junior high school were listed in the order in which they appear on the sheet. In the Fifth Yearbook (1) they are listed as "Special Purposes of the Junior High School from an analysis of Statements of 59 Public School Administrators and 20 College Specialists Published Since 1920." This analysis seems to have been pretty carefully made and to have ranked the purposes in this order of importance. Table 1 gives the estimated value of each of these purposes by our junior high school administrators of Kansas. These evaluations are then used to calculate a new ranking of these special purposes as they are operative in Kansas junior high schools as organized and administered.

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(1) Fifth Yearbook--Department of Superintendence--N.E.A. pp. 20-21.

TABLE I

EVALUATIONS OF PURPOSES AS REPORTED BY PRINCIPALS AND SUPERINTENDENTS.

		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
		S P	S P	S P	S P	S P	S P	S P	S P	S P	S P	S P	S P	S P	S P	S P
First Class Cities Group A	1. Atchison	2 2	2 2	3 2	3 2	2 3	3 2	3 3	1 2	2 1	1 3	3 3	1 0	2 1	1 0	2 0
	2. Coffeyville	2 2	2 2	2 2	2 2	1 1	2 2	3 3	2 2	2 2	1 1	2 2	0 1	3 2	1 1	1 0
	3. Fort Scott	2 2	2 2	3 1	2 3	3 3	2 2	2 2	3 0	1 3	3 1	3 3	2 1	3 2	1 1	0 0
	4. Hutchinson	2 2	2 2	2 2	3 2	3 3	3 3	3 3	1 2	3 3	2 2	1 1	2 2	2 2	2 2	0 0
	5. K.C. (Argentine)	2 2	2 2	2 2	3 3	3 3	2 2	2 2	2 2	3 3	1 1	2 2	2 2	2 2	2 2	3 3
	6. Leavenworth	2 2	0 0	2 2	2 3	2 2	3 2	2 2	3 2	1 2	2 2	2 2	3 2	3 3	1 0	0 0
	7. Parsons	2 2	1 1	2 2	3 3	3 3	3 3	3 3	3 3	3 3	1 1	2 2	3 3	3 3	0 0	2 2
	8. Col. J.H.S.-Pitts	2 2	1 1	1 1	2 2	2 2	2 2	2 2	2 2	3 3	3 3	2 2	1 1	3 3	2 2	1 1
	9. Topeka	3 3	2 2	1 1	2 2	2 2	3 3	2 2	2 2	1 1	2 2	2 2	0 0	2 2	2 2	2 2
	Boswell	0 0	1 1	0 0	0 0	3 3	0 0	3 3	3 3	1 1	2 2	1 1	0 0	2 2	2 2	1 1
	Curtis	1 1	1 1	2 2	2 2	2 2	3 3	3 3	3 3	1 1	2 2	1 1	0 0	2 2	2 2	1 1
	Oakland	1 1	1 1	2 2	2 2	3 3	3 3	3 3	1 1	1 1	1 1	2 2	1 1	1 1	1 1	0 0
	Roosevelt	1 1	0 0	1 1	2 2	2 2	2 2	2 2	1 1	3 3	3 3	3 3	2 2	2 2	2 2	0 0
	10. Salina	3 2	2 2	2 2	2 2	2 2	3 2	3 2	2 2	2 2	2 1	1 2	3 2	0 1	1 1	0 1
	11. Wichita	2 2	2 2	1 1	2 2	2 2	2 2	3 3	3 3	3 3	2 2	3 3	2 2	3 3	2 2	0 0
	Alexander H.	2 2	2 2	2 2	2 2	3 3	3 3	3 3	2 2	3 3	2 2	2 2	3 3	3 3	2 2	3 3
	Allison	2 2	0 0	2 2	3 3	2 2	3 3	3 3	2 2	2 2	2 2	0 0	2 2	2 2	2 2	0 0
Central	2 2	2 2	2 2	3 3	3 3	3 3	3 3	3 3	3 3	3 3	1 1	2 2	1 1	2 2	1 1	
Roosevelt	3 3	2 2	3 3	3 3	3 3	3 3	3 3	3 3	3 3	3 3	2 2	2 2	1 1	3 3	0 0	
Second Class Cities Group B	12. Arkansas City	2 2	1 1	3 3	2 2	3 3	3 3	2 2	3 3	3 3	2 2	3 3	1 1	2 2	1 1	1 1
	13. Chanute	2 3	3 3	2 2	2 2	2 2	3 2	2 3	3 3	2 3	2 2	2 3	2 2	3 3	3 3	2 2
	14. Dodge City	1 2	2 2	1 1	3 3	3 3	2 2	2 2	3 2	3 3	2 1	2 2	2 2	3 3	1 1	0 1
	15. Emporia	2 2	3 2	1 3	3 3	3 2	3 3	2 3	2 1	2 1	1 2	2 2	3 0	3 3	2 0	3 1
	16. El Dorado	1 3	1 3	2 3	3 2	2 3	2 2	2 3	3 2	3 2	1 2	1 3	0 2	2 3	1 1	0 1
	17. Fredonia	3 3	3 3	1 1	1 1	1 1	3 3	3 3	3 3	2 2	2 2	2 2	1 1	2 2	1 1	0 0
	18. Horton	1 0	2 0	3 2	3 2	3 2	3 2	3 2	3 2	2 4	2 0	2 0	3 0	2 2	1 0	0 0
	19. Frontenac	2 2	2 2	2 2	2 2	2 2	2 2	2 2	3 3	3 3	3 3	2 2	2 2	2 2	3 3	2 2
	20. Garden City	2 2	2 2	2 2	3 3	3 3	3 3	3 3	3 3	3 3	1 1	1 1	2 2	3 3	1 1	0 1
	21. Holton	1 1	1 1	1 1	1 1	3 3	1 1	2 2	3 3	3 3	2 2	1 1	1 1	1 1	2 2	0 0
	22. Independence	2 2	1 1	0 0	2 2	2 2	3 3	3 3	2 2	2 2	2 2	2 2	2 2	2 2	2 2	2 3
	23. Iola	2 2	1 2	2 2	3 3	3 2	3 3	3 2	2 2	2 2	2 2	2 1	2 2	2 2	2 2	0 2
24. Junction City	1 2	1 1	0 1	3 1	3 3	2 2	2 2	2 2	3 2	2 1	2 2	3 2	2 2	2 2	0 1	
25. Lawrence	1 2	1 3	2 2	2 2	2 3	1 3	1 3	2 2	2 2	2 2	2 2	1 2	2 1	2 2	1 1	
26. Liberal	0 2	2 2	1 1	2 1	3 1	3 1	2 1	2 2	2 2	0 2	3 1	3 2	2 1	0 3	0 2	
27. McPherson	2 3	1 2	2 1	2 2	2 2	2 2	2 3	2 2	3 2	1 1	2 1	1 1	1 1	1 0	1 0	
28. Manhattan	3 3	1 1	1 1	3 3	3 3	3 3	2 2	3 3	2 2	3 3	2 2	1 1	3 3	0 0	0 0	

TABLE I (Cont'd.)

Third Class Cities Group C	1		2		3		4		5		6		7		8		9		10		11		12		13		14		15	
	S	P	S	P	S	P	S	P	S	P	S	P	S	P	S	P	S	P	S	P	S	P	S	P	S	P	S	P	S	P
29. Neodesha		2		1		1		2		3		2		1		2		2		1		2		1		1		2		0
30. Pratt	2	2	2	1	2	1	2	2	3	3	2	3	3	3	3	3	3	2	2	0	3	2	2	2	2	1	1	1	1	1
31. Wellington	2	0	1		2	2	2	3	3	3	3	3	2	3	3	3	1	2	1	2	1	2	1	2	2	1	2	2	1	
32. Winfield	2	2	2	1	3	3	2	2	2	2	1	2	2	3	2	1	2	0	0	0	2	1	2	0	1	2	3	1	3	1
33. Arnold		1		3		3		3		3		2		3		3		2		2		3		2		2		3		1
34. Bolpro		3		3		3		3		3		3		3		3		2		3		3		3		3		3		3
35. Bird City					3	3	3	3	3	3	3	3	3	3	3	3		2	2	3	3	3	3	3	3	3		3	2	2
36. Bonner Springs		0		2		2		1		3		2		1		3		3		1		1		1		2		0		0
37. Colby	0		0		1		0		0		0		0		0		1		0		2		1		2		1		0	
38. Lucas	1		1		2		2		3		2		2		2		2		2		2		2		2		3		1	
39. Mineral	1	1	2	2	3	3	3	3	3	3	3	3	3	3	3	3	3	3	2	2	2	2	3	3	3	3	1	1	0	0
40. Trowdale	3						0				2		1																	

Table I is to be interpreted as follows: The numbers in the horizontal line at the top of the page refer to the purposes as expressed in the Inquiry Sheet and upon which the administrators were registering a judgment. Number one stands for "Meeting Individual Differences of Pupils -- Enabling Pupils to Follow the Lines of Their Interest and Ability." Number two is for the second of these purposes, etc. "S" designates the votes of Superintendents, "P" the votes of Principals. This table gives responses from administrators in 46 of the 53 recognized junior high schools. These responses are in terms of 0, 1, 2, or 3 in order of increasing functioning.

Both the Atchison superintendent and principal state the number one purpose functions to medium extent in the Atchison Junior High School. The Liberal superintendent judges that purpose number fourteen operates slightly while the principal of the same institution estimates that purpose number fourteen operates to a maximum extent. This table gives opportunity to compare opinions of administrators.

TABLE II. STATISTICAL SUMMARY OF EVALUATIONS IN TABLE I.

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
<b>GROUP A.</b>															
Total Votes	23	23	24	23	24	24	24	24	24	23	24	24	23	24	23
Sum of Votes	44	35	44	53	59	59	60	51	53	39	43	36	48	20	19
Average of Votes	1.913	1.522	1.833	2.304	2.55	2.55	2.583	2.125	2.209	1.695	2	1.5	2.000	.83	.82
Rank of Purposes	9	12	10	4	2.5	2.5	1	6	5	11	8	13	7	14	15
<b>GROUP B.</b>															
Total Votes	33	32	33	34	34	34	34	34	34	34	34	34	34	34	34
Sum of Votes	61	56	59	76	85	81	78	82	74	51	64	54	72	46	34
Average of Votes	1.848	1.75	1.757	2.235	2.5	2.382	2.294	2.411	2.176	1.5	1.888	1.588	2.117	1.352	1.
Rank of Purposes	9	10	11	4	1	3	5	2	6	12	8	13	7	14	15
<b>GROUP C.</b>															
Total Votes	8	7	9	10	9	10	10	9	7	9	9	9	9	7	9
Sum of Votes	10	13	23	21	24	23	22	23	16	16	21	21	23	11	9
Average of Votes	1.25	1.857	2.555	2.1	2.666	2.3	2.2	2.555	2.285	1.777	2.333	2.333	2.555	1.571	1.
Ranks of Purposes	14	11	3	10	1	5	8	3	9	12	6.5	6.5	3	13	15
<b>GRAND TOTAL</b>															
Total Votes	64	62	68	67	67	68	68	67	65	66	67	67	66	65	66
Sum of Votes	115	104	125	150	168	153	160	156	143	106	133	111	143	77	62
Average of Votes	1.796	1.677	1.838	2.238	2.507	2.396	2.352	2.328	2.2	1.606	1.985	1.656	2.166	1.184	.93
Purpose															
Rank of each	10	11	9	5	1	2	3	4	6	13	8	12	7	14	15

## EXPLANATION OF TABLE II

This table gives total of votes of both superintendents and principals together with sum of votes. The average of these votes was obtained by dividing sum of votes by total votes, and the rank of purposes by Groups A, B, and C. These results are then brought into a Grand Total which ranks the purposes with five, first; six, second; seven, third, etc. For the purpose of simplifying the results, Table IV has been derived by taking the rankings of the purposes by Groups A, B, and C and the final ranking in order.

A brief inspection of Table I indicates that there is not entire agreement in the opinions of superintendents and principals of junior high schools as to the functioning of these special purposes in our recognized junior high schools as at present organized and administered. There are 28 pairs of superintendents and principals who have made evaluations for these institutions. In recording opinions, each pair can agree on the extent to which a purpose functions or be in disagreement by as much as three steps, two steps, or one step, according to the amount of disagreement. If one votes 0 or slight or negligible functioning while the other votes 3 or maximum functioning it is clear that these administrators are not in agreement as to the extent of operation of this special purpose. Smaller disagreements show proportionate amounts of the same things.

From Table I has been derived Table III as follows:

TABLE III

AGREEMENT OR DISAGREEMENT OF PAIRS

Administrative Pairs	Degree of agreement or disagreement			
	Steps of Difference			
	0	1	2	3
Group A.				
1. Atchison	4	9	2	
2. Fort Scott	8	3	3	
3. Hutchinson	13	2		
4. Leavenworth	7	6		
5. Topeka *Boswell J.H.S.	1	8	3	2
6. " Curtis "	5	8	1	
7. " Oakland "	4	8	2	
8. " Roosevelt	4	5	5	
9. Salina	7	8		
10. Wichita *Alexander H.	5	8		
11. " Allison	6	5	2	1
12. " Central	8	4	2	
13. " Roosevelt	4	7	2	
Totals	76	82	24	9

TABLE III(Cont.)

Administrative Pairs	Degree of agreement or disagreement Steps of Difference			
	0	1	2	3
Group B.				
14. Chanute	10	5		
15. Dodge City	11	4		
16. Emporia	5	6	3	1
17. Eldorado	2	9	4	
18. Horton	2	8	4	1
19. Iola	10	4	1	
20. Junction City	7	7	1	
21. Lawrence	6	6	3	
22. Liberal	4	4	6	
23. McPherson	6	9		
24. Pratt	8	6	1	
25. Wellington	5	7	2	
26. Winfield	5	6	4	
Totals--Group B	81	81	29	3
Group C. (Only two pairs)				
27. Bird City	11			
28. Mineral	15			
Totals--Group C	26			
Totals for all Groups				
Total Agreements--0		183		
Differences of one step--1		163		
Differences of two steps--2		53		
Differences of three steps--3		12		

This table merely shows the extent of agreement or disagreement among those pairs of administrators who are responsible for the same institution in estimating the functioning of each of these special purposes in that institution. A pair consists of a superintendent and principal of the same junior high school.

To what extent there was conference and agreement on responses before the evaluations were made is not known. In the two pairs in Group C the responses were identical on evaluations. This would suggest previous cooperative agreement. It is highly probable that many superintendents and principals would not easily be brought into agreement as to the purposes of the institution. This amount of disagreement may be quite significant.

The material presented in Table II which gives the estimated ranking in importance of these special purposes by groups and finally by total may be presented in a little clearer form.

TABLE IV  
RANKING OF THE SPECIAL PURPOSES BY KANSAS ADMINISTRATORS

Order of Rank in Yearbook	RANKINGS			
	Groups			TOTAL
	A	B	C	
5. Bridging the Gap Between Elementary and Secondary Schools; Proper Coordination between Lower and Higher Schools	2.5	1	1	1
6. Development of Qualities of Good Citizenship; Preparation of Pupils to Play a Larger Part in Community Life.	2.5	3	5	2
7. Providing Opportunity for Profitable Self-activity-Early Development of Leadership, Individuality, and Initiative.	1	5	8	3
8. Retention of Pupils Beyond Compulsory School Age.	6	2	3	4
4. Meeting the Needs of the Early Adolescent Group	4	4	10	5
9. Continuation of Common Education or Regular Scholastic or Academic Training.	5	6	9	6
13. Stimulation of Educational Advancement.	7	7	3	7
11. Introduction of New Subjects into the Curriculum	8	8	6.5	8
3. Counselling or Guidance--Bringing Pupils into Contact with Influences that Should Give Direction and Purpose to their Lives.	10	11	3	9
1. Meeting Individual Differences of Pupils--Enabling Pupils to Follow the Lines of Their Interest and Ability	9	9	14	10
2. Prevocational Training and Exploration Resulting in Wise Choice of Later School Courses and Life Work.	12	10	11	11
12. Affecting Economy of Time in Education	13	13	6.5	12
10. Rounding out a Complete Unit of Training beyond the Elementary Grades for those Who Must Leave Early.	11	12	12	13

TABLE IV (Cont.)

Order of Rank in Yearbook	R A N K I N G S GROUPS			
	A	B	C	TOTAL
14. Beginning of Definite Occupational Training	14	14	13	14
15. Giving Opportunity for Earlier Preparation for College	15	15	15	15

Table IV reads:--Special Purpose Five in the Yearbook, "Bridging the Gap Between Elementary and Secondary Schools: Proper Coordination between Lower and Higher Schools," was ranked in importance 2.5 by Group A, 1 by Group B, and 1 by Group C. This made it 1 for the total ranking.

Table IV presents a sufficient basis for some interesting speculations. The people of Kansas have great faith in education. Has this influenced the operation of our junior high schools or our evaluation of our purposes in such a way as to cause the ranking of this conserving principle first? The citizenship principle is ranked second. Of course, the recorded judgments of school men may be in error as to the actual purposes operative in their various institutions. Much allowance must be made for inadequate evaluations, for errors of judgment, for haste in completing the questionnaire, and for erroneous opinions of the work being done in their own schools. All these things must be taken into account though to what extent cannot be determined.

One feels free to question the ranking given to such peculiar and characteristic functions of the junior high school as counselling or guidance, provision for individual differences of pupils, prevocational training and exploration for later guidance, etc.



Some Additional Purposes Suggested:

1. To adjust type of activities, ideals, and discipline appropriate to that age. (P) Curtis J.H.S., Topeka.
2. Through closer contact with student, but as restricted as in the elementary school, the Junior High School should pave the way for Senior High School. (P) Roosevelt J.H.S., Topeka.
3. Gives Opportunity for Vocational Guidance. (P) Alexander Hamilton Intermediate School, Wichita.
4. Continuing of common integrating education. (P) Central Intermediate School, Wichita.
5. Better teaching, better equipment, and more helpful contacts with teachers for many students. (S) Eldorado.
6. Provides conditions for better teaching. (P) Garden City.
7. Make possible activities interesting to adolescents without self-consciousness due to attitude of older or following of younger pupils. (p) Lawrence.
8. Gives more time for moral guidance and character building. (P) Liberal.
9. Be in style. (S) Manhattan.
10. Better instruction. (S) Winfield.
11. We are getting a better grade of teachers for the J.H.S. than we usually have in the elementary school. (S) Belpre.

(These eleven additional purposes were suggested by the superintendents (S) or principals (P) of the schools in the cities designated in the space on the second page of the Inquiry Sheet. Additional suggestions were requested with these results.)

TABLE V.

THIS TABLE REPRESENTS THE RESULTS SECURED FROM A CASUAL READING OF EACH OF THESE PUBLICATIONS FOR THE PURPOSE OF FINDING IN GENERAL HOW FREQUENTLY EACH OF THESE SPECIAL PURPOSES WAS MENTIONED WITH CONSIDERABLE SUPPORT OR ELABORATION. ACCOUNT WAS NOT TAKEN OF SEVERAL QUOTED PAGES IN SOME OF THE PUBLICATIONS DEALING SPECIFICALLY WITH PURPOSES OR OBJECTIVES.

## PURPOSES MENTIONED AND SUPPORTED BY SEVEN BOOKS.

	DOUGLASS <sup>(1)</sup>	BRIGGS <sup>(2)</sup>	DAVIS <sup>(3)</sup>	BRUNER <sup>(4)</sup>	YEARBOOK <sup>(5)</sup>	SPAULDING <sup>(6)</sup>	KOOS <sup>(7)</sup>
1. Meeting Individual Differences of Pupils Enabling Pupils to Follow the Lines of Their Interest and Ability.	4	4	3	3	4	2	3
2. Prevocational Training and Exploration Resulting in Wise Choice of Later School Courses and Life Work.	2	5	3	4	3	1	2
3. Counselling or Guidance - Bringing Pupils into Contact with Influence that Should Give Direction and Purpose to Their Lives	1	3	2	2	1	1	1
4. Meeting the Needs of the Early Adolescent Group.	3	2	2	2	3	1	1
5. Bridging the Gap Between Elementary and Secondary Schools; Proper Coordination between Lower and Higher Schools.	4	3	2	2	3		1
6. Development of Qualities of Good Citizen- ship; Preparation of Pupils to Play a Larger Part in the Life of the Community.	1	2	1	1	2	1	2
7. Providing Opportunity for Profitable Self-Activity--Early Development of Leader- ship, Individuality, and Initiative.	1	2	1	2	3	1	1
8. Retention of Pupils Beyond Compulsory School Age.	1	1	1	2	2		2
9. Continuation of Common Education or Regular Scholastic or Academic Training.		2	1	1	3	1	1
10. Rounding out a Complete Unit of Training Beyond the Elementary Grades for Those Who Must Leave Early.	1	2	1	1	1	1	

## Purposes Mentioned and Supported by Six Books (Continued)

	DOUGLASS <sup>(1)</sup>	BRIGGS <sup>(2)</sup>	DAVIS <sup>(3)</sup>	BRUNER <sup>(4)</sup>	YEARBOOK <sup>(5)</sup>	SPAULDING <sup>(6)</sup>	KOOS <sup>(7)</sup>
11. Introduction of New Subjects into the Curriculum.	4	2	1	4	1		2
12. Affecting Economy of Time in Education	2	4	1	2			2
13. Stimulation of Educational Advancement		3	1	2	1		1
14. Beginning of Definite Occupational Training	2	1		2		1	2
15. Giving Opportunity for Earlier Preparation for College.		1	2	1			1
16. Better Mastery of Subject Matter.	1	3	2	1	3		3
17. Affecting Reorganization of Subject Matter	4	3	2	1	3	1	3
18. Ascertain and Reasonably Satisfy Pupils' Important Immediate and Assured Future Needs.		3	1	1	2	2	
19. Improving Administrative Features.		1	1				1
This omits material pages 48-56 of quoted opinions.							
20. Will Find or Develop Better Teachers and Teaching.		3	1		5	1	2
21. To Stimulate Democracy in Education			2				2

Purposes Mentioned and Supported by Six Books (Continued)

1. Douglass, Aubrey, Augustus      The Junior High School, Part III, THE FIFTEENTH YEARBOOK - 1917.
2. Briggs, Thomas H.      THE JUNIOR HIGH SCHOOL. Houghton Mifflin Co. --1920.
3. Davis, Calvin Olin      JUNIOR HIGH SCHOOL EDUCATION. --World Book Co. --1924.
4. Burner, Herbert B.      Teachers College, Columbia University, Contributions to Education,  
No. 177, THE JUNIOR HIGH SCHOOL AT WORK. --1925.
5. Department of Superintendence      THE JUNIOR HIGH SCHOOL CURRICULUM, FIFTH YEARBOOK.  
Dept. of Superintendence --N.E.A. --1927.
6. Spaulding, Francis T.      A Study of Its Possibilities and Limitations, THE SMALL JUNIOR  
HIGH SCHOOL. Harvard University Press --1927.
7. Koos, Leonard V.      THE JUNIOR HIGH SCHOOL. --Ginn & Co. --1927.

# TELEGRAPHIC MESSAGES STATING ADVANTAGES AND DISADVANTAGES.

One of the interesting sections of the Inquiry Sheet was that part which called for information as follows:

"In a telegraphic message state the principal advantage of the junior high school over the 8-4 arrangement."

"In the same way, its disadvantages over the 8-4 arrangement."

The responses to this request were arranged in the form in which they appear below. Those that came from superintendents were designated (S), those from principals (P). Probably these statements are fairly indicative of the for and against arguments in regard to the junior high school in Kansas.

## TELEGRAPHIC MESSAGES STATING PRINCIPAL ADVANTAGES

### First Class Cities:

1. Gives variety as to subjects, content, activities, and teachers. Fits adolescent pupils. (S)
2. It serves better the pre-adolescent and adolescent youth with an enriched course and greater personal and social control. (P)
3. Exploratory courses effect a widening of interests. (S)  
(Two other returns emphasized certain of the specific purposes)
4. Better organization and better teaching. (S)
5. Makes it possible for a school program to more nearly reach the objectives set up by the Commission on Reorganization of Secondary Education. (P)
6. Higher quality of teaching, more flexible pupil achievement adjustment. (P)
7. Earlier specialization, social status better, organization more satisfactory, diversified program, time saved, easier orientation. (P)
8. Teaching by specialists. Develops individuality, increases opportunity, vision, and effort. (S)

9. A little exploratory work; introduction to departments; accessibility to home for ninth graders; better teachers of music and art. (P)
10. No carry-over from below, no domination from above--Opportunity! (P)
11. Makes it possible for pupils coming in direct contact with several teachers. (P)
12. Students going from small graded school to a large high school too often get lost in the shuffle--a junior high school makes this transition easier. (P)
13. Provides for greater ministrations to individual needs and abilities of pupils. (P)
14. Better Teaching (S)
15. Promotion by subject, vocational training, better opportunities for development in school citizenship and scholarship. (P)
16. Better opportunity to provide what is needed for children of this age. (P)
17. Increased integration of pupils. Exploration possible. Revelation of future subject-matter. Better suited to adolescent needs. (P)
18. Its offer of a program and an environment rich in opportunities for self-finding and self-expression, and adapted to the particular needs of early adolescent. (P)

#### Second Class Cities.

1. Brings together age-groups--meets need for social development. (P)
2. Widening of interests; fuller expression of individuality; pupils remain in school longer. (S)
3. Provides for individual differences. Finding courses touch more interests. Develops leadership. (P)
4. Junior high school leads to greater number of pupils completing secondary education; gives wider range of experience than traditional organization. (S)
5. Junior High School bridges gap between elementary and secondary schools, provides for individual differences, enriches curriculum, offers a greater variety of activities and interests adapted to early adolescence. (P)
6. The junior high school meets the social needs of its pupils far better than the 8-4 plan. His social self finds expression and his social vision broadens. (S)

7. Sustains interest; new subjects with greater variety; bridges the gap more satisfactorily. (P)
8. Permits the teacher to be specialized; permits a better course of study. (S)
9. Uniform age-grouping. Bridging the gap between elementary and secondary schools. Specialization of subject matter. (P)
10. Promotion by subject; some freedom of electives; auditorium, gymnasium and library advantage to adolescent children. (S)
11. Junior high school is a preparation for living, life here as it should be all through the span of years. (P)
12. The junior high school affords an opportunity for self-expression, opportunity to discover abilities, and the expression of life itself. (P)
13. Offers a better adaptation of subject matter to pupil needs individually and collectively. (P)
14. It provides greater opportunities for "all the children of all the people." (P)
15. Provides for earlier development of leadership and retains pupils longer. (S)
16. Development of initiative and school consciousness on part of pupils. (S)
17. Avoids considerable useless repetition. Better articulation with upper grades. Greater initiative. (P)
18. More liberal curriculum, departmental teaching, training in citizenship, retention of more pupils in school. (S)
19. Departmental teaching, allowing for individual differences, better correlation from grade to grade, enriched curricula, better teachers, etc. (P)
20. Flexibility and exploration. (S)
21. Makes possible special organization and activities to appeal to most unsettled period of child life without temptation to swagger before younger and to ape undesirable practices of older pupils. (P)
22. Saves time. Broadens student's activity. Better opportunities to develop student self-control. (S)
23. Student gets longer periods and with a teacher who has specialized along these lines. (P)

24. Better teaching. Pupils remain in school longer. Supervised Study. Homogeneous grouping. (S)
25. Homogeneous grouping, retention, and better instruction. (P)
26. It is financially possible to care for the individual needs of seventh and eighth grade children better by offering a greater variety of work and by a more satisfactorily grouping of them. (S)
27. Caring for individual differences. (P)
28. Big help to elementary school also hold pupils through ninth grade. (S)
29. Junior high school equalized educational opportunities and provides socializing opportunities. (P)
30. Better grouping of pupils. Greater holding power. Choice of activities. More natural division. (S)
31. Reorganizes activities on a higher and more stimulating plans. (S)
32. Offers easier departmentalization, extra-curricular activities, and better units for administration. (P)

#### Third Class Cities.

1. A better adolescent division. Retains boys in high school. (S)
2. Gives vocational training, better teachers, more uniform curriculum, individual help, greater opportunity for personality of teacher to carry over. (P)
3. Makes discipline easy. All continue education. Subjects better adapted and more easily correlated with senior high school. (S)
4. Solves problem of discipline. One hundred percent of our pupils have continued through senior high school. Subjects are better adapted to needs. (P)
5. The name holds several pupils with us. (P)
6. The only two we are able to give are: (1) better trained teachers are employed including men, and (2) we are working rapidly toward the introduction of exploratory courses. (S)
7. Coordination of upper grades and high school closing the break, making it possible to retain students longer. (S)
8. Meets needs of early adolescent group and makes possible retention of pupils beyond compulsory school age.
9. (1) Coordination of intermediate grades with high school. (2) Local selection of texts and curricula in seventh and eighth grades. (P)
10. More individual attention to the pupil by teacher; and placing students with like interests together. (S)



# TELEGRAPHIC MESSAGE STATING PRINCIPAL DISADVANTAGES.

## First Class Cities.

1. May allow too much "scattering" if not properly organized and operated. (S)
2. It throws too much freedom on some pupils, and takes them from the close personal supervision of a single teacher. (P)
3. None if building arrangements are available and program is really changed to meet "specific purposes." (S)
4. Outside of cost would mention none. (P)
5. Departmental organization causes loss in sympathetic attitude of teacher for pupil. (S)
6. Some seventh graders too immature for complete departmentalization. (P)
7. Possibility of departmentalized teachers rather than departmentalized teaching. (P)
8. Costlier for varied program, building, and teachers. (P)
9. Loses complete guidance of one teacher. Individual lost in the group. (S)
10. Pupils not responsible enough to one teacher; discipline more difficult. In order to succeed well stronger teachers than those in grades are required. Pupils do not get enough individual attention. (P)
11. Expensive project unless more distinctive characteristics and results are shown. (P)
12. High school teachers too often are prejudiced against the junior high. (P)
13. Junior high school is more expensive. (P)
14. Longer distance for pupils to go to school. (P)
15. Pupils without intimate supervision and care of one responsible teacher. Tendency to over-sophistication. (P)
16. I fail to see any disadvantages save the simple one of probably greater distance to school than to the neighborhood elementary school (P)

## Second Class Cities.

1. Lack of close personal contact of pupil and teacher. (P)
2. See none. (S)

3. None. (P)
4. Eliminates much of drill on fundamentals. (P)
5. Crowds out some time devoted to fundamentals and drill is more difficult to administer effectively. (S)
6. None (P)
7. Distance to travel to school; loss of "mothering" which the younger children are used to in the regular graded system. (S)
8. The mother-teacher contact, very helpful to some pupils, not so well maintained. (S)
9. Pupil has less teacher care, may lose sight of fundamentals. (P)
10. I know of no disadvantage. (S)
11. Costs more. (S)
12. Lack of coherence of work in seventh and eighth grades and consequence tendency to bewilder pupils. (S)
13. Swings too far from drill in grammar and spelling and fundamental operations in arithmetic. (P)
14. To get teachers to handle the work from the viewpoint of the real objectives of the junior high school. (S)
15. Not standardized sufficiently. Students entering or leaving (from or to) 8-4 plan school are handicapped. (P)
16. Specialization--two gaps. (S)
17. More expensive. Inclined to muddle through new subjects with little mastery. (P)
18. Probably not as thorough in fundamental subjects. (S)
19. Students get an exaggerated opinion of themselves and their ability. (P)
20. More expensive, more difficult to administer. Loss in influence of teacher through lack of acquaintance with individual pupil. (S)
21. The majority of seventh grade students cannot grasp the change of manner of instruction as quickly as the ninth grade did from the eighth grade under the 8-4 plan. (P)
22. Less community of interest between ninth grade children and those of grades 7 and 8 than between ninth grade children and those of grades 10-11-12. Difficulty of administering a satisfactory detailed schedule to meet the needs of grades seven, eight, and nine. (S)

23. Departmentalization tends to lead to no one teacher being responsible for welfare of the individual. (P)
24. Program indefinite and teachers not trained to teach pupils of junior high school organization. (P)
25. There is danger of losing close pupil-teacher contact. (S)
26. Suffers from fads and exploitation. (P)

Third Class Cities.

1. May be a good place to waste time if good teachers are not secured. (P)
2. Lack of room and equipment. (S)
3. Higher qualifications mean higher salaries for teachers. (S)
4. Advance in cost. Life certificate teachers in grades seven and eight. (P)
5. One superintendent and one principal replied none.

## THE GUIDANCE PROGRAM AND ITS OPERATION.

Guidance is a major function of the junior high school. It is basic in the very structure of the institution. Because of the importance of this purpose an attempt was made to discover what is being done in the recognized junior high schools. This information was secured from principals only. In order to get the information the following things were requested in the Inquiry Sheet:

"In which grades do you have an educational guidance program, and in which grades do you have a vocational guidance program?"

"Is Vocational Guidance done in Special Classes or coordinated with some regular class work?"

"In the space below or using the back of the sheet if needed, please explain clearly your educational and vocational guidance programs. Mention grades, nature of work, and results."

These responses can best be reported by including brief comments, short statements, and factual sentences in regard to the work of each school reporting. In most of these reports there is included quotations copied directly from the Inquiry Sheet. The total material was not of such a nature as to yield itself to tabulation without omitting some rather important comments. The following pages will serve to give the ideas of those reporting in regard to the guidance program of Kansas junior high schools.

## GUIDANCE: ITS FUNCTION AND OPERATION

### 1. Atchison:

Educational Guidance in all grades but mostly in grades 8 and 9. Ninth grade guidance in vocations is done in regular classes.

"Educational guidance is done chiefly through home room activities and teacher-conferences with the home room teacher. It is also accomplished by required subjects. Vocational guidance connected with shop, home economics, civics, general science, and our general subjects as general mathematics, general language, general social science, music appreciation etc. Our club activities also give definite vocational guidance as in Vocations Club, Visual Education Club, Aero Club, etc."

### 2. Fort Scott:

Vocational Guidance is given every other day in ninth grade classes.

"Ninth Vocational Occupations alternate with physical education. Educational guidance is carried on in home-room discussions and in special assemblies for the ninth grade."

### 3. Hutchinson (Liberty)

Educational and Vocational Guidance in grade seven done in special classes. "Vocational and Educational Guidance is done in a course in seventh grade only in special class of 120 minutes a week. The course covers a year, being a study of occupations, etc, needs, and other related information."

### 4. Leavenworth:

Educational and Vocational Guidance in ninth grade in both regular and special classes.

"Courses in Industrial Arts, Junior Business Training, Club Work in Vocational Guidance. Care is exercised to see that pupils have an understanding of courses and so forth before electing subjects."

### 5. Parsons:

Educational Guidance in ninth grade and Vocational Guidance in eighth grade.

"We have prognostic courses in art, printing, mechanical drawing, Latin, business training, citizenship which we offer as unit courses of from 6 to 12 weeks depending upon the number of sections we organize per year."

### 6. Pittsburg (College J.H.S.)

Vocational Guidance in ninth grade coordinated with regular classes.

### 7. Topeka:

Boswell: No program--incidental only.

Curtis: "

Roosevelt: None offered. "I think that in a town like Topeka which has no industrial or at least no clearly defined industrial population, there is not the need of any industrial or vocational guidance or training as there would be in Kansas City, Kansas, for instance."

## 8. Salina:

Vocational Guidance in the eighth grade in both special and regular classes.

"Vocational Guidance through finding courses in seventh and eighth grades. Girls' homemaking courses, boys' home mechanics courses in seventh grade, printing one semester in eighth grade, and information course in vocations one semester in eighth grade."

## 9. Wichita:

Alexander Hamilton: Educational Guidance in the ninth grade coordinated with other work. "In our eighth grade we make an effort to have pupils think seriously about their adult life and select the studies best suited to their needs. If pupils are normal in the seventh and eighth grades we do not have to emphasize this, but if over-age we try to map out a possible plan for them. In the ninth grade we make a special effort to have them shape their work to articulate with the senior high program, for college, business, or industrial studies."

Allison: None--coordinated with regular work.

Central: Educational Guidance in all grades in regular class work and in home rooms.

"Constant reference made in all subject-matters to future needs and possibilities in a particular field. In vocational subjects the material itself is exploratory. The instructor emphasizes the qualifications of the worker, opportunity for use, and the possibility of making a living. Pupils go on to high school and choose the course--vocational, preparatory, or otherwise that they think fits them best."

Roosevelt: Educational Guidance in grades 7, 8, and 9 is of general nature and done by home-room teacher and principal. Work is based upon student handbook. Coordinated. "A rather definite and effective program of educational guidance is accomplished this year based on the Roosevelt Student Handbook. The principal meets each class in person, and large numbers of pupils personally. The home-room teachers accept this as a definite work also."

## 10. Arkansas City: Educational Guidance in grades 7, 8, and 9, coordinated with regular work. Vocational Guidance the same.

"Seventh grade course set in all subjects--no electives. Eighth grade allows one elective, ninth grade two electives. Electives are suggested in the light of the best judgment of teachers and the principal who use standard test records, intelligence ratings and teachers' marks. Attitude is also considered."

## 11. Chanute: Educational Guidance in eighth grade for languages, eighth and ninth grades for Vocational Guidance.

12. Dodge City:

Reply asserts none: "With over 800 students crowded into a building meant for 500 our guidance program is very slight. We can attempt but little as it is. Next fall the S.H.S. will be in its new building, then I expect to put into effect a real guidance program." (Superintendent.)

"Due to the crowded condition of our schools here at present we are doing very little vocational guidance. Later we hope to have a vocational counselor to visit local homes and industries. We do some educational guidance but not enough. We try to guide pupils into courses suited to them but in most instances our work is only advisory in ninth grade." (Principal)

13. Emporia:

Educational Guidance in seventh and eighth grades. Vocational Guidance in special classes in ninth grade.

"Two courses in ninth grade take care of vocational guidance--occupations course and business training course. In Educational Guidance the seventh grade through principal and teachers advise as to courses and subjects, the eight-A special teachers and principal advise as to high school courses."

14. Eldorado: Vocational Guidance coordinated with regular classes:

"Seventh and Eighth grades have no choice but we think we have educational guidance. We have Vocational Guidance slightly in the ninth grade. We try to visit the home, we attempt to understand the pupil, we gather personal data, we give try-out courses in seventh grade penmanship, art, manual arts, sewing, and music. We give general science, gymnasium, music, manual arts, and cooking in the eighth grade. The subjects mentioned come every other day."

15. Fredonia: "Our work along guidance lines not well enough organized to report."

16. Frontenac: "Both Educational and Vocational Guidance in ninth grade."

Have class in Occupations, home economics, and industrial arts. Since our teaching force is limited we do not offer any electives in grades 7 and 8. But having become acquainted with the interests and abilities of the children in those grades we are able to help them choose the courses in 9B for which they seem best fitted and in which they are most interested. This is done at the time of enrollment. Our junior high school is a comparatively small one and the pupils and teachers are in close contact. Knowing each pupil individually, we are able to give definite advice.

"A class in Occupations is offered for the boys in 9B, also a class in industrial arts for 9B and 9A.

"We have a cottage, furnished as completely as a modern home, in which classes in home economics are taught to ninth grade girls. This is an elective but so far every girl has chosen the subject.

"Our junior high is rather young to judge much about permanent results, but the students seem to take a greater interest in their work. We have very few cases of students quitting school for lack of interest and practically none who drop classes."

17. Garden City: Educational Guidance in 7, 8, and 9. Vocational Guidance is emphasized in the ninth. Guidance is coordinated.  
 "Guidance--personal, social, moral--largely done through the home-room teacher as a counsellor. Educational and vocational Guidance is done through cooperation of all instructors and the principal.  
 "Means of guidance: Results of tests, physical or health record, study of J.H.S. courses and electives as to content and objectives. Value to pupils of all school work. Study of senior high school curricula and articulation, also opportunities offered in training by higher institutions of learning, program of studies to encourage guidance, try-out opportunities, extra-curricular activities as music, art, school publications, clubs, etc., field trips to industries, talks or conferences on occupations, conferences with parents, home-room plan."
18. Iola: Educational Guidance in eighth and ninth grades though not carefully worked out. The Guidance is coordinated with regular class work. "We have handled the vocational and educational guidance incidentally as need arose. We hope to work them out so that we may handle them formally rather than incidentally. I believe they rank next in importance or perhaps are equally as important as character education."
19. Junction City: No Educational or Vocational Guidance designated as such. "Students are given choice of electives, (One) in each grade, and are counseled when choosing as each is explained carefully. Parents, of course, are interviewed in many cases and approval is asked of them when student enrolls."
20. Lawrence: Educational Guidance begins in eighth grade. Emphasis on both types of guidance in the ninth grade. Guidance is coordinated with civics and home-room.  
 "Educational Guidance begins with choice of one elective in the eighth grade based upon exploratory courses. Two electives are chosen in the ninth grade. Chief attention of the ninth home room is preparation and guidance toward intelligent selection of high school course. Home-rooms have one speaker from some trade or profession once each week during the ninth grade. Speaker is furnished outline of questions he is asked to answer. Discussion in home-room group follows. Latter part of 9A semester is used in home-room for discussion of organization of senior high, courses offered, extra-curricular activities available. Speakers from senior high present activities. Pupil is asked to make tentative choice of vocational field which appeals to him and to make a tentative three-year plan for senior high school career, under advisement of home-room teacher, who has been with him for three years, and the principal of the junior or the senior high school.  
 "One unit of the 9A civics problems course is given to study of the distribution of workers, analysis of vocations, and self-survey of adaptability for specific vocations."



21. Liberal: Educational and Vocational Guidance in ninth grade by conferences.  
 "General science and manual training help give Vocational Guidance. When student enrolls in ninth grade the superintendent and myself give advice on choice of subjects outside of English and mathematics. The seventh grade takes manual training and sewing, eighth grade takes-----and cooking. The ninth grade is the first grade in which the student gets any choice in the subjects he wishes to take. We have our junior and senior highs both in the same building. The juniors get many advantageous things from the seniors and many things not so desirable."
22. McPherson: Industrial arts in all grades--Guidance in regular class work.  
 "The only vocational guidance program used is in the classes of manual training and home economics."
23. Manhattan: Coordinated with regular class work.  
 "Educational guidance is done through cooperation of parents and special P.T.A. program is held for this purpose. Vocational Guidance is coordinated with regular class work. One class in occupations for ninth grade boys is in our schedule." (Superintendent.)
24. Neodesha: Vocational Guidance in freshman year in special classes and home room.  
 "Educational Guidance by principal in enrolling. Previous grades, intelligence rating, etc. are bases of guidance. In J.H.S. home-room programs are adapted to this. Vocational Guidance is done through home-rooms and in semester course in freshman year."
25. Pratt: Educational Guidance in eighth and ninth grades and Vocational Guidance in the ninth grade, special classes are used.  
 "Educational Guidance is carried on through the home-room advisory system. A semester course in Vocational Civics is required of every student in the ninth grade."
26. Wellington: Educational Guidance and Vocational Guidance in grades 7, 8, and 9.  
 "Grouped into groups according to choice of vocation and accorded council not only in choosing of schedule but in preparation."
27. Winfield: Coordinated Educational Guidance in all grades. Vocational Guidance in the ninth grade. Special classes for boys and for girls.  
 "No educational guidance except as a part of our Vocational Guidance Program and as taught in our home-room work. Our Vocational Guidance Program is under the direction of two unusually capable people. It is more dependent than most any other course upon the teacher. It is required in our ninth grade and is taught five days a week thirty-six weeks. Boys and girls are in separate classes."
28. Arnold: Guidance coordinated with other work.
29. Belpre:       "               "               "               "               "

30. Bird City: Guidance coordinated with other work.
31. Bonner Springs: "Several general assemblies are used each year to call attention to the problem. The Hi-Y and G.R. foster work in this line. Assigners bring up the problem, teachers use it in class work."
32. Colby: "Prior to this year we were organized on the 6-3-3- plan. The junior high school was housed in the same building as the grade school. Three-full-time and one-part-time teacher were handling the 7-8-9 grades with an enrollment of 137 pupils. The board refused to add additional teaching staff, hence the reorganization on the 8-2-4 plan. The 7-8 grades are still housed in the grade building. The ninth has become a part of the S.H.S. While our organization is very, very far from a smoothly running plan it is far better than last year's condition. No vocational work was offered in the J.H.S. until the present year. We now offer manual training, domestic science, and agriculture. In time we hope to work toward some of the objectives outline by Glass."
33. Lucas: Guidance coordinated with other work.
34. Mineral: Guidance coordinated with other work. Small enrollment. Inadequate facilities make it impossible to do much in the way of vocational guidance. Work is offered in woodwork, sewing, music, drawing, and sciences. Most guidance is therefore done through the sympathetic interest of teachers."
35. Trousedale: Guidance coordinated with other work.

## WHAT SUBJECTS ARE OFFERED IN THE JUNIOR HIGH SCHOOLS?

A junior high school is a composite of many factors and forces. Among the significant elements of the institutions are the subject-matter offerings. In the following pages an attempt will be made to give an idea of the offerings in terms of subjects with no attempt at analysis or evaluation of the content or functions of these subjects.

What is being done with English, mathematics, manual arts, French and Spanish, penmanship, orchestra, vocational guidance, scouting, and other subject designations? The practice is extremely varied. From reports in the office of the state superintendent from the various schools some tables were compiled which show the number of schools offering some twenty-six more or less common subjects and the years in which these are available for junior high school pupils.

Table VI is taken from the first twenty available reports in alphabetic order of junior high schools in first and second class cities. This table should give a fairly representative idea of subject-offerings and the grade placement of these in the junior high schools in the larger cities of Kansas. Numerically the subjects which are in origin somewhat traditional and solid hold the major places in the curricula. But, new subjects are offered. The curriculum has been enriched. The pupil is confronted with a more complex variety of subjects. Probably an analysis of subject-content and particularly of teaching and educational methods would reveal more significant changes than are discovered in subject names but this study does not deal with these phases of the problem.

TABLE VI

## CHECK SHEET ON JUNIOR HIGH SCHOOL SUBJECTS.

(The figures represent the number of high schools offering that subject in the grade.)

Subject offerings in twenty Junior High Schools in First and Second Class Cities: Arkansas City, Ingalls Junior High School at Atchison, Chanute, Coffeyville, Dodge City, Eldorado, Lowther Junior High School at Emporia, Fort Scott, Fredonia, Frontenac, Garden City, Holton, Horton, Liberty and Sherman Junior High Schools at Hutchinson, Independence, Iola, Junction City, Argentine and Rosedale High Schools at Kansas City.

SUBJECTS	SEVENTH GRADE	EIGHTH GRADE	NINTH GRADE
English	20	20	20
Mathematics	20	20	20
Social Science (Geog. Hist. Civics)	16	17	20
Dom. Sc. and Art	16	17	20
Manual Arts	15	18	20
Latin	3	6	18
French and Spanish	1	3	8
General Science	1	7	19
Physical Education (Girls)	13	15	12
(Boys)	13	15	12
Health	7	5	2
Penmanship	9	6	7
Printing	1	2	3
Art	6	5	4
Vocal Music	9	12	13
Orchestra	5	6	9
Spelling	5	4	3
Vocational Guidance		2	2
Bookkeeping	1	1	3

## Check Sheet on Junior High School Subjects. (Continued.)

SUBJECTS	SEVENTH GRADE	EIGHTH GRADE	NINTH GRADE
Typewriting		3	3
Vocational Agriculture		1	1
Scouting	1		
Commercial Arithmetic			5
Shorthand			1
Piano-Violin	1	1	1
Dramatic Art	1	1	1
Commercial Geography			1

For purposes of comparison, Table VII was compiled from the reports of the ten approximately smallest junior high schools on the recognized list. It is easily apparent that in many of these schools there is little change in subject offerings from the straight grade plan. Table VI and VII are significant.

TABLE VII

## SUBJECT OFFERINGS IN TEN SMALL CITIES

Arnold, Belpre, Bird City, Bonner Springs, Cambridge, Colby, Formoso, Lucas, Welborn, and West Mineral.

(The figures represent the number of schools offering subject in this grade.)

SUBJECTS	SEVENTH GRADE	EIGHTH GRADE	NINTH GRADE
English	10	10	10
Mathematics	10	10	10
Social Science (Geog. Hist. Civics)	8	8	8
Dom. Sci. and Art	4	5	7
Manual Arts	5	6	7
Latin			6
French and Spanish			
General Science		1	8
Physical Education (Girls)	5	4	2
(Boys)	5	4	2
Health	2	1	
Penmanship	7	7	2
Printing			
Art	2	2	
Vocal Music	5	5	5
Orchestra	1	1	2
Spelling	7	7	

TABLE VII (Cont.)

SUBJECTS	SEVENTH GRADE	EIGHTH GRADE	NINTH GRADE
Vocational Guidance			
Bookkeeping			
Typewriting			
Vocational Agriculture			
Scouting			
Agriculture		1	
Commercial Geography			1
Commercial Arithmetic			1

In Wichita the junior high schools are called Intermediate Schools. These institutions are well established clearly beyond the try-out stage of development. From a Statistical Report of that system material was secured for the next tables, VIII, and IX. These tables show the enrollments and the subject opportunities of pupils in these Intermediate Schools.

TABLE VIII

Wichita Public Schools, Wichita, Kansas. Bulletin Number 18. page 4. Statistical Reports for 1925-'26 and 1926-'27.

ENROLLMENTS IN INTERMEDIATE SCHOOLS  
1926-1927

James Allison-	Boys	Girls	Total
Seventh Grade	125	138	263
Eighth Grade	120	136	256
Ninth Grade	96	197	293
Total	<u>341</u>	<u>471</u>	<u>812</u>
Central-			
Seventh Grade	163	179	342
Eighth Grade	167	175	342
Ninth Grade	146	150	296
Total	<u>476</u>	<u>504</u>	<u>980</u>
Alexander Hamilton-			
Seventh Grade	110	147	257
Eighth Grade	124	123	247
Ninth Grade	110	118	228
Total	<u>344</u>	<u>388</u>	<u>732</u>
Theodore Roosevelt-			
Seventh Grade	170	174	344
Eighth Grade	160	215	375
Ninth Grade	190	182	372
Total	<u>520</u>	<u>571</u>	<u>1091</u>
Summary by Grades-			
Seventh Grade	568	638	1206
Eighth Grade	571	649	1220
Ninth Grade	542	647	1189
Total	<u>1681</u>	<u>1934</u>	<u>3615</u>



TABLE IX.

Wichita Public Schools, Wichita, Kansas. Bulletin Number 18, Statistical Reports for 1925-'26 and 1926-'27. p. 5.

WHAT DO THE INTERMEDIATE SCHOOL PUPILS STUDY?  
A Distribution by Grades and Schools.

Grade	Sewing			Cooking			Latin-English			Spelling			English			Mathematics		
	7	8	9	7	8	9	7	8	9	7	8	9	7	8	9	7	8	9
Allison	48	28	48		82					233	221	154	258	206	148	251	208	145
Central	92		53		109	36	42	37	37	297	291	230	257	283	237	309	300	221
Hamilton	102		29		93	42			29	235	219	193	240	218	186	246	223	179
Roosevelt	63		25		114	36	72	55	243	323	357	346	260	303	339	333	365	326

Grade	Perman- ship (all)	Gen. Sci. 8	9	Type- writing	Elec- tricity	History 7	8	9	Music All	Art 798	Phys- lgy.	Geog. 7	Civics 8	9	Man. Tr. 7	8	9	Shoot Metal
Allison	0	108	89	47	23	140	214	25	560	217	109	256	79	32	22	24	43	39
Central	35	110	28	135	23	196	196	28	562	173	112	333	185	29	70	77	20	20
Hamilton	0	39	137	92		136	226	43	475	90	96	236	98	40	47	80	45	
Roosevelt	26	240	144		34	210	352	57	270	196	118	329		239	67	66	33	

The development of the Junior High School in Kansas can only be understood when studies in connection with the local setting where these Junior High Schools are found. Our findings indicate that the last fifteen years constitute the growth period of the Junior High School. The responses in large cities have been much more apparent than those in the smaller places. In the last Kansas Educational Directory each of the eleven first class cities and fifty six of the second class cities reported Junior High School organizations. In November 1927, the annual reports of the Superintendents of first and second class cities which include Junior High Schools in this study yield the following table of facts.

TABLE X  
STATISTICS ON SALARIES, TUITION, AND ATTENDANCE.

City	Average Salaries Of			Tuition on A.D.A.			A.D.A. per Teacher		
	J.H.S. Prin.	S.H.S. Prin.	J.H.S. Teachers	Elem.	J.H.S.	S.H.S.	Elem.	J.H.S.	S.H.S.
Arkansas City	2,900	3,500	175.59	5.30	8.94	11.90	33.	29.	26.
Atchison	3,400	3,400	211.07	7.09	11.64	11.64	28.1	23.8	23.8
Bonner Springs	2,700	2,700	140.	5.14	15.97	18.51	32.72	25.32	18.25
Chanute	2,800	2,750	156.08	6.35	11.10	14.03	31.5	22.36	19.43
Coffeyville	2,580	3,420	148.	6.94	12.05	12.27	30.	22.	28.
Dodge City	2,000	2,700	159.80	7.21	12.49	20.15	28.08	27.21	16.85
ElDorado	3,300	3,400	156.16	7.94	9.83	13.98	30.	24.	22.
Emporia	2,760	3,200	176.42	7.35	14.20	12.82	31.01	20.2	22.63
Fredonia	1,500	2,200	138.25	5.02	8.17	11.98	34.5	21.6	23.7
Frontenac	1,035	1,600	110.00	3.85	4.33	13.02	31.1	32.2	19.9
Garden City	1,800	3,000	150.07	4.54	7.78	9.44	29.6	25.7	19.5
Horton (Reported on Six-six Plan)									
Hutchinson	3,000	3,800	160.00	7.83	10.13	13.92	31.	27.	25.
Independence	4,000	4,000	144.44	8.68	11.73	20.70	26.4	24.6	18.
Junction City	2,400	2,400	162.74	6.90	10.96	13.64	29.1	21.1	18.8
Kansas City	3,600	4,500	156.00	7.40	9.21	15.16	32.	32.	23.

TABLE X (Cont.)

## STATISTICS ON SALARIES, TUITION, AND ATTENDANCE.

City	Average Salaries of			Tuition on A.D.A.			A.D.A. per teacher		
	J.H.S. Prin.	S.H.S. Prin.	J.H.S. Teachers	Elem.	J.H.S.	S.H.S.	Elem.	J.H.S.	S.H.S.
Lawrence	3,750	3,900	174.01	7.26	12.06	16.72		22.5	19.1
Leavenworth	2,800	3,200	155.33	8.04	11.67	12.05	26.7	23.4	20.7
Liberal	2,295	2,295	151.91	5.47	8.69	11.29	26.7	26.	16.1
McPherson	2,300	2,400	138.83	7.00	9.12	11.59	25.9	23.1	23.9
Parsons	2,675	3,500	163.13	7.50	11.28	13.18	32.2	24.1	21.
Salina		4,000	165.70	9.43	9.84	13.37	25.	22.	20.
Topeka	2,380	3,900	162.97	3.84	8.31	11.78	30.	27.	11.78
Wellington	2,500	2,500	155.26	6.23	7.07	9.83	26.4	26.79	22.75
Wichita	3,160	5,280	202.	9.11	10.89	17.75	33.	30.	22.
Winfield	<u>3,750</u>	<u>3,750</u>	<u>145.00</u>	<u>6.90</u>	<u>8.28</u>	<u>13.49</u>	<u>33.</u>	<u>34.2</u>	<u>18.7</u>
TOTALS	64,485	81,295	3958.74	167.77	255.74	342.81	919.91	657.13	520.89
AVERAGE OF AVERAGES	2,686	3,252	158.35	6.71	10.22	13.71	29.95	25.43	20.83

This table shows that according to the annual reports of the superintendents of these cities for the school term of 1926-1927, the average of the averages of the following items are as follows:

(a) J.H.S. Principals' salaries \$2,686; (b) S.H.S. Principals' salaries \$3,252; (c) J.H.S. Teachers' salaries \$158.35 per month; (d) Tuition on A.D.A. Elementary \$6.71, J.H.S., \$10.22, S.H.S. \$13.71; (e) A.D.A. per teacher, Elementary 29.95 pupils, J.H.S. 25.43 pupils, S.H.S. 20.83 pupils.

(Annual reports had not been submitted from some cities and information was incomplete from some others.)

The Junior High School opportunity for Kansas boys and girls is not dependent and in some cases not related to the paper organization of material. The program of studies, the statement of purposes, the plan of operation, and the activity opportunities must for the purpose of improvement, influence the learning situation in classroom procedure. Here is the test point of what is being accomplished. From the reports of the City Superintendents of the first and second class cities in which are located one or more of the recognized Junior High Schools considered in this study, we get the following tabulation of facts, in regard to subject offerings and enrollments in those subjects in the various Junior High Schools. (Annual reports were not on file for all schools. Some of the reports available did not contain all the data requested.)

TABLE XI  
PUPIL-SUBJECT DISTRIBUTION.

CITIES	English-Classics, Lit. or Reading.	Social Science-Hist. Voc. G.-Geog. Civics.	Mathematics	Vocal Music	Spelling	Elem. Science	Industrial Arts- Mechanical Drawing Woodwork	Dom. Art	Phy. Educ.	Dom. Science	Penmanship	Art	Physiology	Latin	Commerce	Typewriting	Shop-Auto Mech. Printing	Instrumental	Spanish	Agriculture	French
Arkansas City	989	1143	822	643		125	466	282	905	182	64			94					51	13	
Atchison	437	437	305	285		149	74	46		32	150	37	139	63		1				1	20
Bonner Springs	184	142	117	71	109	24	49	40		31	109		44						22	27	
Chamute	583	473	560	47		73	266	102		107	189	143	125	104	85	36	24	47			
Coffeyville	509	939	755	478	755	255	343	408		254		263	72				86	375			102
Dodge City	449	286	449	167	139	60	200	118		64	139	119	139	60	77				59		11
ElDorado	575	719	485	360		163	260	106	272	218	134	105	258	66							
Emporia	610	582	574	74	30	165	86	54	560	92	133	55		82	102				15		
Fredonia	284	268	225	126	254	49	101	74	243	42	45	130		96					23		
Frontenac	294	221	133		109	30	74				109		58		60						
Garden City	359	509	366	293	359	68	149	111		96			105	60	31					9	
Horton																					
Hutchinson																					
Independence	621	815	678	64			172	184		113	218	321	204	75	45						
Junction City	834	605	417	130	80	130	168	154		154	60		138								
Kansas City	4008	5737	3821	760	68	1925	1423	791	1265	465	106	214		129	393	236			154		

TABLE XI (Cont.)  
PUPIL-SUBJECT DISTRIBUTION.

	English-Classics Lit. or Reading	Social Science-Hist. Voc. G.-Geog. Civics	Mathematics	Vocal Music	Spelling	Elem. Science	Ind. Arts Mech. Dr. Woodwork	Dom. Art	Phy. Ed.	Dom. Science	Penmanship	Art	Physiology	Latin	Commerce	Typewriting	Shop Auto Mech. Printing.	Instrumental	Spanish	Agriculture	French
Lawrence	674	639	223		293	269	159	169	397	122	77	43	228	47	74	17	147				
Leavenworth	753	490	463	350	210	45	174	121	469	74		207		37	197						
Liberal	727	368	304			86	78	73	160	67	224	224	104	28	15				17	52	
McPherson	452	256	276	280	84	148	111	53		64	84	162	84	76	21						
Parsons	1497	431	693	397		431	228	179		155	201	164	212								
Salina	787	607	847	284		623	194	269	689	162	164	210		177	269	124	112	62	88		
Topeka																					
Wellington	452	548	277	477	137	122	144	99		70	389		129	70					55	130	
Wichita	10656	3668	3695	2516	3703	1069	779	607		643	164	755	545	431		274	197				
Winfield	657	824	605		231		241	160	625	104	301		142	50				93			
TOTALS	27401	20507	17090	7805	6641	6191	6044	4200	3605	3247	3036	2677	2654	1817	1367	638	556	577	483	234	133
Percentages	23.4	17.5	14.6	6.6	5.6	5.2	5.1	3.5	3.08	2.8	2.5	2.23	2.2	1.5	1.1	.53	.47	.43	.41	.20	.11

Table XI was assembled from the annual reports of the superintendents of these cities. Subject-enrollments were reported in numbers. English which included Classics, Literature, and Reading enrolled 23.4% of the total. Social Science which included Civics, History, Geography, and Vocational Guidance was next with 17.5%. Probably such subjects as Vocal Music do not occupy relatively as high a position as the table would indicate due to the fact that in many schools these classes meet only twice a week. Differences in reporting, in administrative practices, and in interpretations detract from the validity of the table.

From the Junior High School reports in State Department of Education, from approval of which recognition was given to the fifty three Junior High Schools, the following table of facts was compiled.



TABLE XII

## STATISTICAL SUMMARY OF RECOGNIZED JUNIOR HIGH SCHOOLS

City	Population	Jr. H.S. Teachers						Length of Periods
		Full-Time	Part Time	J.H.S.	7	8	9	
Arkansas City	15,000	27	1	872	291	280	301	60
Arnold	75	1	4	37	4	15	18	40
Atchison	15,800	10	13	427	132	143	152	50
Belpre	500	2	5	44	15	11	18	40
Bird City	550	2	8	61	14	13	34	40
Bonner Springs	2,058	2	3	66	42	24		40
Cambridge	300	1	5	45	16	17	12	60
Chanute	10,022	24		486	173	163	150	55
Coffeyville	19,000	28	5	710	232	246	232	50
Colby	2,000	3	3	116	45	31	40	40
Dodge City	7,000	10	13	438	134	143	161	65
Eldorado	11,000	23	2	572	177	193	202	60
Emporia	13,000	22	8	570	169	169	232	55
Formoso	37	6		44	14	15	15	40
Fort Scott	12,000	18	3	509	201	171	137	50
Fredonia	5,000	8	4	253	76	73	104	60
Frontenac	3,225	4	4	166	50	53	63	
Garden City	5,124	10	5	336	109	116	111	55
Holton	2,800	7	1	158	49	42	67	40
Horton (Liberty)	4,800	4	2	196	71	53	72	40
Hutchinson (Sherman)	28,321	22	1	503	157	172	174	60
Hutchinson	28,321			661	247	206	208	60
Independence	11,800	19	12	646	201	211	234	60
Iola	8,500	11	8	450	153	125	172	30
Junction City	7,500	16	3	389	138	128	123	60

TABLE XII (Cont.)  
 STATISTICAL SUMMARY OF RECOGNIZED JUNIOR HIGH SCHOOLS.

City	Population	Jr. H.S. Teachers						Length of Periods
		Full-Time	Part Time	J.H.S.	7	8	9	
Kansas City (Argentine)	120,000	5	16	402	120	150	132	60
Kansas City (Rosedale Lawrence)	120,000	2	11	313		156	157	60
Leavenworth	15,000	28	4	666	213	215	238	50
Liberal	20,967	18	3	480	164	176	140	55
McPherson	4,000	11.4		293	96	97	100	60
Lucas	4,595	9	5	262	80	81	101	60
Manhattan	650	2	4	68	15	20	33	40
Neodesha	10,000	15	10	550	169	165	216	50
Oskaloosa	4,000	5	17	329	105	106	118	60
Parsons	900	2	7	73	21	22	30	43
Pittsburg	17,000	11	7	330	101	104	125	50
Pratt	20,000	2	12	86	28	28	30	55
Salina	4,885			354	122	103	129	35
Topeka (Boswell)	16,000	22	21	791	275	238	278	40
Topeka (Lincoln)	65,000	11	2					
Topeka (Oakland)	65,000			327	101	93	133	50
Topeka (Irving)	65,000	5	4	143	51	44	48	50
Topeka (Roosevelt)	65,000	9	2	225	69	76	80	50
Trousdale (No Report)	65,000	15		420	120	140	160	
Kansas City (Welborn)	120,000	0	6	116	34	31	51	45
Wellington	7,500	14	7	432	127	138	167	60
West Mineral	700	3	2	82	28	24	30	43
Wichita (James Allison)	90,000	19	3	610	258	196	156	60
Wichita (Alexander Hamilton)	90,000	24	2	666	248	225	193	60
Wichita (Central)	90,000	27	0	825	307	271	247	60

TABLE XII (Cont.)

## STATISTICAL SUMMARY OF REORGANIZED JUNIOR HIGH SCHOOLS

City	Population	J.H.S. Teachers		Enrollment				Length of Periods
		Full Time	Part Time	J.H.S.	7	8	9	
Wichita (Theodore Roosevelt)	90,000	31	2	1002	316	365	321	60
Winfield	10,978	11	16	612	158	195	259	65
		581.4	276	18212	6236	6272	6704	
	PERCENTAGES				32.4	32.6	34.8	Median 55
	AVERAGE	11.8	6.1					

This table shows that the recognized junior high school has on the average 11.8 full time teachers and 6.11 part time teachers, that the total enrollment of those reporting is 19,212 and that this enrollment is found to be distributed by grades as follows: Seventh Grade 32.4%, Eighth Grade 32.6%, and Ninth Grade 34.8%. The length of recitation period ranges from thirty to sixty-five minutes with the median period 55 minutes.

TABLE XIII

## STATISTICAL SUMMARY OF THE SMALLER RECOGNIZED JUNIOR HIGH SCHOOLS

City	Popula- tion	Jr. H.S. Teachers		Enrollment				Length of Periods
		Full- Time	Part Time	J.H.S.	7	8	9	
Arnold	75	1	4	37	4	15	18	40
Belpre	500	2	5	44	15	11	18	40
Bird City	550	2	8	61	14	13	34	40
Cambridge	300	1	5	45	16	17	12	60
Colby	2000	3	3	116	45	31	40	40
Formosa	37	6		44	14	15	15	40
Lucas	650	2	4	68	15	20	33	40
Oskaloosa	900	2	7	73	21	22	30	43
Trousdale (No Report)								
Kansas City (Welborn)	120,000	0	6	116	34	31	51	45
		19	42	604	178	175	251	
PERCENTAGES					29.4	28.9	41.5	Median
AVERAGE		2.1	4.6					40

For purposes of comparison these ten smaller junior high schools were selected from the list of those recognized for this table (No report for Trousdale.) These schools have an average of 2.1 full time and 4.6 part time teachers, an average enrollment of 67 of which 29.4% is in Grade Seven, 28.9% is in Grade Eight, and 41.5% in Grade Nine. The range of length of recitation period is 40 to 60 minutes with the median 40 minutes.

## SUMMARY OF CHAPTER IV.

1. When passing judgment as to the functioning of fifteen specific purposes of the junior high school sixty-eight administrators of Kansas junior high schools registered considerable disagreement. These combined judgments gave a considerably different ranking for these purposes than that given by groups of leading educators. However, the administrators were judging the functioning of these purposes in their own schools as at present organized and operated. The other ranking was made from the writings of those who were treating of the junior high school in general.

2. These Kansas junior high school administrators consider the junior high school a great advantage over the former 8-4 arrangement. Sixty brief, clear, significant, but somewhat over-lapping reasons are given in support of the institution. These constitute rather imposing "articles of faith" in the idea. Much less convincing are the responses stating briefly the disadvantages. However, the dangers of too much pupil freedom, loss of one-teacher contact and responsibility, and increased expense are all worthy of careful consideration.

3. We had guidance before we had the junior high school. But how effective was it? The thirty-five included reports are at least the expression of an inspiring effort along this line. The field is vast, techniques are not well developed, and machinery is inadequate. However, more and better work is being done than ever before. One is led to question the varieties of practice that exist in both educational and vocational guidance and to suggest that Kansas junior high school administrators move in the direction of more adequate and more uniform practices in these lines.

4. Subject offerings differ widely. In the larger high schools there is evidence of fundamental faith in English, mathematics, social sciences, domestic and manual arts, and physical education. This is equally true of the small high schools except to a diminished extent for the last two subjects. What is the educational value and educational place of music? It would seem to be worthy of a much higher place in the subject offerings of both the small high schools and of the large high schools. It is evident that our attempt to build the enriched curriculum meets with limitations on every hand. Are these purely economic limitations or have we failed to cause our pupils to want the variety that some educational enthusiasts would advocate?

The subject offerings of the ten small cities give little advantage in this regard over the former straight grade arrangement.

Wichita has a functioning junior high school plan. The per-pupil-subject distribution for four of the intermediate schools is significant and worthy of careful study.

5. In recognized junior high schools in first and second class cities the junior high school principal is on the average paid about \$2,686.00 or about \$600 less than the senior high school principal. Tuition cost on average daily attendance for these schools is \$10.22, and the average daily attendance per teacher is 25.48 pupils.

6. For the twenty-three first and second class cities for which information was available in the annual reports the order of percent of enrollments in subjects is as follows: 1. English (classics, literature, and reading), 2. Social Science (civics, history, vocational guidance, and geography), 3. Mathematics, 4. Vocal Music, 5. Spelling, 6. Elementary

Science, 7. Industrial Arts 8. Domestic Art, 9. Physical Education, 10. Domestic Science, 11. Penmanship, 12. Art, 13. Physiology, 14. Latin, 15. Commerce, 16. Typewriting, 17. Show Work, 18. Instrumental Music, 19. Spanish, 20. Agriculture, 21. French.

7. For the fifty-two recognized junior high schools for which information could be obtained, each school has an average of 11.8 full time and 6.1 part-time teachers. Of the total enrollment of 19,212--32.4% is in grade seven, 32.6% in grade eight, and 34.8% in grade nine. The median length of the recitation period is 55 minutes.

## CHAPTER V

## SUMMARY AND CONCLUSIONS

Kansas is recognized as a leading state in forwarding the junior high school movement. Why does Kansas have the largest secondary school enrollment of any state in the union? Why do Lyman and other educational authorities accord Kansas a leading position in junior high school construction? With no claim to any such institution prior to 1912, we have attained this place in fifteen years. Why?

This study does not attempt to assign causes for the magnitude of the movement. However, it might be in place to suggest that school properties have been acquired or built during this period approximating fifty millions of dollars in value. This amounts to about two-thirds of present school property value in the state. This extent of new building made possible a more adequate provision for the junior high school in the construction plans.

Probably a more important factor in our junior high school supremacy has been our educational leadership. A substantial group of school men early became interested in the movement and developed faith in the idea.

Kansas has more than 100 junior high schools of which 53 have fully complied with the law and regulations of the State Board of Education in such manner as to receive recognition. Following the organization of many junior high schools, a law was passed in 1925 officially authorizing the organization of such schools. These recognized junior high schools have been used as a basis of this study of the Junior High School Movement in Kansas.



In this study the writer first attempts to find out the evaluations by Kansas junior high school administrators of fifteen specific purposes as formulated from the recent writings of leading educators from publications dealing with the junior high school. The administrators were asked to register judgment on these purposes from the standpoint of the functioning of these in their own schools as at present organized and operated.

Later seven junior high school publications were checked as to frequency of mention with support of these fifteen purposes with a few additional ones.

The writer sought to secure telegraphic statements of advantages and disadvantages of the present junior high school organization when compared with the former 8-4 plan of operation. It was desired to receive a central idea from each administrator of about ten words in length which would characterize causes for support and promotion as well as causes for opposition to the junior high school idea.

From the annual reports of superintendents of cities of the first and of the second class information was taken as to salaries, tuition, average daily attendance per teacher, and enrollments in all subjects. From the annual reports of principals information was secured for a check on subject-offerings in twenty of the larger junior high school cities and a similar check for ten of the small junior high school cities. Comparison of these from the viewpoint of enriched curricula is invited.

A per-pupil-subject distribution is given for four Wichita Intermediate schools for the purpose of showing subject-distribution tendencies in a city with a modern and practicable junior high school plan in operation.

From the responses of the principals of these schools, a summary was made of the placement, the plans, and the practices in guidance in some 35 of the cities.

## CONCLUSIONS

1. In a fifteen-year period (1912-1927) Kansas has become a leading junior high school state with 108 officially reported and 53 officially recognized junior high schools. Approximately one-third, at least, of the senior high school enrollment will have come through some form of junior high school. The extent of the movement in Kansas has brought us favorable national recognition.
2. We have, as yet, no adequate definition of the junior high school.
3. Administrators of these recognized junior high schools are in neither entire agreement nor disagreement as to the functioning of certain specific purposes of the institutions as now organized and operated. Some of the specific purposes placed near the top of the list in functioning in these schools would not be so placed by some leading educational writers inconsidering junior high schools in general. Some accepted and traditionally important purposes of the junior high school are not evaluated by these administrators as functioning near the top of the list.
4. Administrators of the recognized Kansas junior high schools assert that the advantages of the junior high school are much greater than its disadvantages.
5. The plan and amount of guidance varies greatly with the institution. A brief summary of plans or comments for 35 cities is given.
6. The evidence of subject-offerings is much more favorable for the larger high schools than for the smaller ones. While our program of studies seems to be somewhat enriched, it is still limited particularly in the smaller schools. Are we limited by our sense of values, our finances, or our wants? A perusal of Table XI and others will indicate how largely we still rely upon the traditional or solid subjects.

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APPENDIX A

ARTICLES FROM THE FILES OF THE KANSAS TEACHER

THE JUNIOR SENIOR HIGH SCHOOL MOVEMENT IN KANSAS. By Supt. H.P. Study,  
Neodesha.

The Kansas Teacher--January, 1917.

I can summarize this article in one brief sentence--  
"Although there's much to talk about  
There's little to report."

In the first place I have discovered that many educators are benevolent liars. We claim to be successfully doing this, that and the other thing in the way of an educational experiment, when a rigid questionnaire will bring out more apologies than information and more opinions than fact.

Secondly, there is no definite body of information on the Junior-Senior High School Movement in Kansas, either at the State Superintendent's office or at any of the State Educational Institutions.

Third, there is no unity of understanding concerning the meaning and significance of terms used, such as "Junior High School," "Differentiation," "Socialization," etc.

Finally, I have neither the authority nor the machinery with which to gather the necessary facts and statistics relating to this movement. Therefore, I cannot expect to write an article on this subject that will be worth while as a source of information, but if I can stimulate someone in authority, like the State Superintendent of Instruction, to pilot this movement rather than let it drift, I shall have accomplished something worth while. We need a clearance house of ideas on the Junior-Senior High School Movement in Kansas. Some constituted authority to furnish information and discriminate between the school systems that are doing something worth while, and the ones that are only advertising.

There is danger ahead in the progress of this new type of school organization, not for Topeka, but for Podunk. Topeka has a wise and experienced educator at the head of its school system, while Podunk's superintendent is a layman in the school business, a mere imitator, possibly full of enthusiasm for a change and nothing else.

In order to gain information I made the following questionnaire, addressed to thirty or more Kansas school men. I shall now turn to a consideration of about a dozen contradictory and evasive replies. The questions were as follows:

1. As to when and how your Junior High School was organized.
2. Nature and extent of curriculum differentiation.
3. Extent of departmentalization.
4. Change in standard of teachers.
5. Change in teaching methods.
6. Physical equipment. Adaptation of.
7. State whether in your opinion your Junior High School is meeting with the approval of your school patrons.

8. Does your Junior High School fulfill the essential requirements of a complete Junior High School organization? If not, wherein does it fall short and how long will it take you to perfect your organization?
9. Give me the names of any other schools in your section of the state operating a real or nominal Junior High School.

If I had taken more time to frame these questions they could have been made more searching. However, in replying to the questionnaire, Superintendent Pearson of Kansas City, Kansas, was kind enough to say that he thought they went to "The very heart of the matter." I can only say in reply to Superintendent Pearson that they didn't bring forth much genuine information.

No one replied to the ninth question, so it is impossible to make up a list of the school systems in Kansas operating under the Junior-Senior High School plan. Furthermore, Mr. C.C. Brown, one of the two State High School Inspectors, was unable to furnish a list of schools operating in this basis.

In answer to question eight, Superintendent Gift of Manhattan, frankly acknowledges that he does not know what the essential requirements of a complete Junior High School are, which answer does not manifest as much ignorance as the author probably thought it did. A group of school men attending Columbia University tried to get together on this topic during the past summer and broke up without getting anywhere. Superintendent Moore of Leavenworth declares that it will take him two years to complete the Junior-Senior High School organization. Superintendent Heusner of Salina makes the following statement, "If I am able to work out the details of such an organization to a reasonably, satisfactory extent in the next two years, I shall be happy." Superintendent Lowther of Emporia writes that his Junior High School is minus a seventh grade. If he were down in New England he might be claiming that he had the essentials of a Junior High School with only the eighth grade included in the organization.

I haven't opportunity here to list the problems that will have to be overcome in organizing on the new basis; anyway I want to save some of my thunder for another article. But the naive faith of these two big Kansas educators in a two year period reconstruction is very interesting, for they have just opened the door of opportunity, that's all. But perhaps they have faith "to move mountains."

Nearly all Kansas school men who are trying the Junior-Senior High School experiment are optimistic, with the possible exception of Superintendent Gift of Manhattan, who says, "The work does not meet with the entire approval of the community, but it is growing in favor." In Chanute, Neodesha, Winfield, Topeka, Hutchinson, Newton, Emporia, Leavenworth, Concordia, Fort Scott, and other places, the new organization has met with almost universal favor.

At present Chanute has the best physical equipment of any city in the State of Kansas. This does not necessarily refer to the one item of cost, but to adaptation to the community needs. Winfield may rank ahead of Chanute in this regard in another year. Salina and Kansas City, Kansas, are building splendid Junior High Schools, thoroughly modern in every respect, which will be ready for occupancy this Fall. Newton and Hutchinson both have splendid physical equipments in the way of buildings and grounds and physical apparatus. Neodesha expects to put up another building within a year.

In regard to change in teaching methods, the answers are various. Superintendent Martin of Newton answers, "Longer periods, study recitation," Superintendent Moore of Leavenworth, "From text book to Library methods. From the inflexible methods of a grade room to the flexible methods that always follow when one gets away from a grade room program and pursues a subject instead of a program. Much outside work is now done whereas before there was none done."

Superintendent Heusner of Salina, "I think I can answer this question better after a year's experience. I have some theories, but I am beginning to realize that my biggest problem will be to get teachers to work out these theories." Superintendent Lowther of Emporia, "From ordinary grade class room methods to usual High School Methods." Superintendent Wilson of Topeka makes this significant statement, "The teaching methods approximate those by good high school teachers who remember that they are teaching children rather than subjects." Superintendent Gift states that "The methods used in Manhattan are probably half way between the ordinary grade methods and those used in the high school."

The teaching methods employed in the Junior High School is a vital matter. Some of the replies to this question display great weakness on the part of the supervisory force. I can't report much progress here. The situation is loaded with dynamite. If the Junior High School were only fool proof, but it isn't!

In regard to change in standard of teachers, Newton reports, "Same as High School." Salina, "We have retained practically all of our former Grammar School teachers but our policy in the future shall be to hire only such teachers for the Junior High School as have an A.B. degree." Emporia has the same standard as obtains in the High School. In Manhattan, "No teacher is employed in the Junior High School who has not had some college work and some teaching experience." In Topeka, the Junior High School teachers approximate the standard of the North Central Association for High School teachers. Only Normal trained teachers are now employed in Concordia. In Leavenworth,

1. "Teachers who have made good in our system."
2. "Graduates of Normal Schools."

Practically the same standards for teachers obtain in Neodesha that obtain in Chanute.

1. "Teachers who have made good within the system."
2. "Graduates of Normal Schools, colleges or universities, preferably those who have had elementary school experience."

The teacher is a thousand times more vital than the course of study. Junior High School boys and girls demand teachers who are mature men and women, who teach many things well, who understand boy and girl nature, "who exercise foresight and sympathy in guiding them through the ugly duckling age, teaching them the self-control that manhood and womanhood demands of them. No school is greater than the personality of its teachers."

Departmentalization is practically complete in every Junior-Senior High School in the State.

In regard to the nature and extent of differentiation, Superintendent Moore of Leavenworth makes the most interesting contribution, as follows: "The B class has always been organized on more general principles than the A class and the nicer details have never been required from the B pupils. Those who go easily and fast in the B class are soon promoted into the A class where they may find work more suited to them. Likewise for those who may be demoted from the A class into the B class. We have not been able to establish courses any more widely differentiated than as indicated above--that is, what might be called for example, an industrial course, or a commercial course. I am not fully convinced that our plan, though it is not all that we desire, is not even better than that of establishing three distinctly differentiated courses. Our differentiation is one of degree of sub-division of subject-matter, rather than one of kind, and for pupils of this age, I am not sure but that this principle should not largely obtain in differentiation. However, when we get our two new Junior High School buildings for which we are now planning we expect to put in three courses, preparatory, industrial and commercial. Many of the subjects of all three, however, will be identical."

Others give a stereotyped answer to this question, indicating that they offer a narrow range of electives. It is useless to quote these replies. Chanute offers three courses in the Junior High School as well as in the Senior High School, the same as does Neodesha. Neodesha, however, has attempted to differentiate according to the ability of pupils the seventh and eighth grades having been organized into slow, normal and fast moving groups. This is regarded here as the most important form of differentiation.

In answer to the first question, it is evident that Chanute and Neodesha were the first to adopt the Junior-Senior High School plan in Kansas by formal action of their respective Boards of Education in February, 1913. Neodesha put the new system into effect in a preliminary fashion in the Fall of 1913, with both Junior and Senior High School in the same building. Chanute waited until the Fall of 1914 to inaugurate the new system, in the meantime having built and equipped the first Junior High School building and the first Senior High School building in Kansas. Superintendent Hughes deserves great credit for not only being a man of vision in taking advantage of the local situation which in every way



avored the inauguration of the new system, but for the careful study he has made of the details of the new organization. It is only fair to Superintendent Hughes to say that while the physical equipment in Chanute is ideal, the curriculum problem there as elsewhere is only in process of solution. Neodesha claims to have done more to solve the teacher problem in connection with the Junior High School than any other school system in Kansas. Her Junior High School teachers are paid as high salaries as her Senior High School teachers, and a corresponding degree of teaching skill and professional insight is required of them.

While Chanute and Neodesha have pioneered in this movement, they have been followed since 1918 by a great many other school systems, only a few of which can be mentioned in this paper. Probably Great Bend, Fredonia, and Yates Center ought to be included in this list, while it is said that Fort Scott enjoyed some of the essentials of the new organization many years ago.

The Junior High School is here to stay, not so much as a result of the stock arguments that have been made in its favor, or because it is an educational cure-all, but because it can be made the most effective agency for educational reform. It may not be possible at the present time to make a definite statement of the principles upon which the Junior-Senior High School movement is based. It will have to grow through a process of trial and error. Probably the most important principle of differentiation is that of differentiating according to the extent of differentiation of subject matter, but should concern itself largely with the teacher problem, with administrative problems and most important of all, there should be a preliminary adjustment period, a year or two of "training for the teachers in methods of procedure and point of view."

There is great interest in the Junior-Senior High School movement throughout Kansas, but so far it is quite superficial in its meaning and significance. Somebody's bluff is sure to be called one of these days so build your house on solid rock, for the day of accounting in pupil achievement and financial cost is nigh at hand, and remember, the public knows very little about the one end and is very sensitive to the other.

THE JUNIOR HIGH SCHOOL. By Prof. V.L. Strickland, Kansas State Agricultural College.  
The Kansas Teacher, October 1918.

The Junior High School is the result of a comparatively new movement and is as yet in the experimental state of development. There is very naturally, therefore, considerable misunderstanding as to the meaning of the movement and a wide difference of opinion is found among the educators of the country concerning the best method of organization.

There are, however, a few principles upon which those who have given the subject a discriminative study agree. In the first place there is no longer appreciable dissension from the opinion that the Junior High School should be for both boys and girls and should include the seventh, eighth, and ninth grades. True, there are here and there over the country departmental organizations of the seventh and eighth grades which are called Junior High Schools, but their sponsors are missing a large part of the philosophy underlying the movement.

Educators are now pretty well agreed that the end of the sixth rather than of the eighth year of school is the logical point, psychologically and physiologically, for the transition from the elementary to the secondary school. The old 8-4 plan is merely a historical accident. It came during the development of a free school system rather than as a result of a definite analysis of the elements involved.

A comparative study of education shows that in most other countries with a well developed educational system the end of the sixth year is taken as the transition point. This is true in England, France, Germany, and Japan. The logic of the plan becomes evident when we remember that the twelfth year of the child's growth usually marks the beginning of adolescence, the accompanying change in physical and mental nature, and the beginning of individuality.

An appreciation of this fact has for sometime been growing upon the educators of the country. As far back as the 80's, President Eliot of Harvard University recommended that the high school dip down into the two years of elementary schools. In 1893 the Committee of Ten of the National Educational Association and in 1895 the Committee of Fifteen from the same organization advocated a readjustment of the courses of study for the seventh, and eighth grades. In 1902 Kansas City introduced the 7-4 plan, thereby reducing by one the number of years in the elementary school. Economy of time was discussed in the National Educational Association in 1905 by President Harper of Chicago University and in the same year by Professors Pette and Hanus. About the same time Dewey began preaching the same gospel, and in recent years Hanus and Snedden have added much to the literature of the subject. In 1908 and 1909 the 6-3-3 plan appeared and since 1912 the movement has commonly been called the Junior High School movement.

It has been argued from various quarters that six years are sufficient to give the average pupil a mastery of the tools of education and that at the end of this period there should be a transaction after which a distinctly vocational trend may be given the work or if the pupil plans to attend more advanced institutions the more advanced studies may be taken up, such as the languages, algebra, elementary sciences.

It is suggested that the 6-3-3 plan will greatly reduce the loss of pupils in the eighth and ninth years, because it gives better opportunity to fit the work to the pupil and make the school work worth their while. Furthermore, it puts the end of a unified period of school work one year past the usual age of compulsory education, fourteen, and thus minimizes rather than emphasizes the idea of discontinuing school work at that time.

Statistics have been quoted from various sources to indicate that this idea actually worked out. As typical of such statistics may be taken the following enrollment given by Superintendent Simmons of Lewiston, Idaho, a few years after the Junior High School idea had been initiated into his school.

	1913-14	14-15	15-16
7th Grade	78	94	115
8th Grade	60	88	102
9th Grade	54	89	96
Total	<u>192</u>	<u>271</u>	<u>313</u>

It goes without saying that the Junior High School will be organized on the department plan. Departmental teaching will very naturally be better and more inspirational. Even with teachers of the same training pupils would be able to specialize and develop more strongly in special lines of work.

It is hoped, and experience has demonstrated that it does work out, that better trained teachers may be secured under the Junior High School organization and that the standard may soon be set so as to require college trained teachers here as well as in the Senior High School.

Undoubtedly better equipment can be provided, because there the duplication which occurs where grades of the same kind are scattered about over the city in various buildings will not be necessary.

Better physical conditions will also exist. By the time the pupils reach the seventh grade they are getting old enough to do really consistent and serious student work. Where this work is all done within the walls of one room, unless very special care is taken, there will not be sufficient provision for the children's moving about during the session and getting the relaxation necessary for good health and good work. In the Junior High School organization, where the pupil passes about from room to room as he goes to different classes, this matter to a large degree will be automatically adjusted.

It is further demanded on the part of those who have thought the question through that there must be a good contingent of men in the teaching corps, at least half of the entire number. We are reminded that the father's work takes him more and more from the home life of the child that the teachers in the elementary school are all women, and that during the adolescent period of development covered by the Junior High School there is a real demand for the child's having a chance to come in contact with a virile type of man teacher.

The Junior High School is an intermediate school. It must be constantly kept in mind that it is this type of an organization and not the High School pushed down two grades. All children of proper age are to be admitted, rich or poor, accelerated or retarded. Some of the most advanced thinkers have championed with considerable vigor this latter point, namely of admitting retarded pupils when they have reached the proper age whether they have done entirely successfully the work of the previous grades or not. They maintain that if the child is at all normal he is no longer physically or mentally suited to the elementary regime and he will have a much better chance of finding himself in the Junior High School.

The Junior High School is not a vocational or a prevocational school, but is designed to offer a period of sampling and self discovery, a period during which the pupil will be encouraged to look about the "taste," as it were, or try himself out in various lines of activity so that he may under the careful direction of a teacher, finally settle upon some vocation to which he is suited and for which he finds a liking.

Another way of putting this same thing is to say that individual differences among the students must be recognized. This can, of course, be successfully done only by offering different courses.

It is clearly evident that in a school of any size where the pupils of the seventh, eighth, and ninth grades are assembled in one group and organized into a school on the departmental plan, there is a much better opportunity to differentiate the work under the direction of specially trained teachers. This manifestly cannot be done under the grade plan or organization, where one teacher is responsible for the entire work of the pupil. It is the deliberate purpose, as now generally accepted, of the Junior High School to make the most of this advantage so as to give the pupil a chance at a variety of work, thus enabling him to discover himself, so to speak. It is deliberately planned to discover and emphasize special aptitudes. In this manner a foundation may be laid for a variety of life interests and we shall find it much easier to break away from the restrictions of the high school course looking toward college entrance alone.

The mere fact that the student will be brought in contact with a greater number of teachers who must necessarily vary in their make up, must undoubtedly add to the richness of his experience and training.

Again, the Junior High School makes it possible to begin using advantages at just the time they should enter the child's life, which are ordinarily recognized as legitimate only for the High School, such as library and laboratory facilities, gymnasium and the like. It has already been suggested that the Junior High School offers opportunities for the pursuit of advanced studies which it has for sometime been recognized should be begun earlier in the child's life, but which the organization of the eighth grades as an elementary school did not favor.

If the first six years of the child's school life are devoted to the acquirements of the tools of education and this can be effectively completed during the time, it is readily seen that a marked saving of time is effected, because beginning with the seventh year of work the child can begin to look more directly toward the specific lines and occupation most suited to him. Another saving appears in the fact that the opportunity for trying out and sampling various lines of activity offered will enable the pupil to settle upon a definite line of work and to have made an appreciable start in it by the time he enters the senior high school. He can thus turn his whole energy in the desired direction and the chances of his finding himself on the wrong track without a purpose upon completion of the high school course will be greatly reduced.

Of late we have heard a great deal of democracy. Since the beginning of the Republic we have talked about equal opportunities being an essential of democracy but we have made the very grave mistake of assuming that the same opportunity for everybody is equal opportunity. As a matter of fact, we shall not have reached a democratic basis of organization until we recognize the wide variety of individual abilities and make provision for their diverse development. Simply making it possible for all children to take an academic high school course and get ready to go to college with the assurance that the college is open to them, if they wish to attend, is the farthest thing from democracy. It must be recognized that not everybody wishes to go to college and that many are not so situated as to make this a possibility; that a very large percent of children could be directed more profitably in their education toward the work which they must soon take up, rather than be prepared for college which they will never attend. These are just the things which the Junior High School plan recognizes and seeks to adjust.

A further element of democracy in the Junior High School is the fact that it is deliberately planned to put all classes of pupils together into one general organization. There are clearly many advantages in this sort of plan, because if our pupils are to live together and assume the duties and responsibilities of citizens of a democratic government, they cannot begin too soon to become acquainted with each other's mannerisms, ways of thinking, plans and aspirations, and to adjust themselves to them. We have only just begun to appreciate the importance of this socializing process, of fitting humanity to live together to the best advantage. This is recognized as one of the biggest objectives of the Junior High School. It can certainly be more readily accomplished under such an organization where pupils of all classes and

abilities are associated together and find ample opportunity for the utilization and development of their abilities to work together.

In this connection the point should not be lost sight of that the Junior High School also offers a much better opportunity for a variety of rich experience by facilitating a better organization of the various secondary activities, such as clubs, orchestras, societies, the value of which we are coming to appreciate more and more. Some will object that such things will detract from the pupil's regular work. It is true that a reasonable balance will have to be maintained, but who shall say that these things are of less importance than the so-called regular school work? As a matter of fact, experience in various quarters shows that in a general way pupils show a better standing in their school work under a well diversified Junior High School organization and that there is less retardation of pupils mainly because there is a chance for each to make some selection of his work, thus applying his best ability. It goes without saying that with the enlarged freedom of choice provided in such an organization, there will be a better development of initiative on the part of the pupil, starting at just the time when his initiative tendencies are nascent.

It has been argued that discipline will also be less of a problem under the Junior High School organization and it seems quite possible that such should be the case because the plan provides a change of viewpoint in the pupil and encourages rather than represses the development and individuality.

The differentiation of which we have spoken does not mean, of course, that certain essential constants in the training of the pupils, such as English and those things making for effective citizenship, shall not be recognized. On the contrary, an effective development of the idea necessitates a careful study of the whole field of education as applied to pupils of this age, the eliminating of non-essentials, and the emphasizing of vital constants.

There are five general groups of vocational activities into which the Junior High School should make it possible for the pupil to gain insight; namely, the professional, the commercial, the agricultural, the industrial, the household. In some places a sixth is added, the marine. In arranging the curriculum practice pretty generally confirms the plan of making at least the first half year practically identical in subject matter for all the pupils, and then providing for a gradually widening differentiation till at the beginning of the Senior High School course the pupil is definitely settled upon entrance into one of the above named fields.

Of course, the relative stress upon the different types of activities named will necessarily vary with the community. A vital factor in the principle of differentiation must be found in the aim to fit the curriculum to local conditions and objectives. This must to a large degree prove the vitalizing factor in the whole scheme and will make necessary a careful study of local conditions together with a constant close touch with the developments in the community.

Under the influence of the well differentiated and carefully organized curriculum as the pupil pursues the try-outs presented, he will acquire an understanding and appreciation of the various fields of activity and information which must unquestionably prove invaluable to a contented and useful life. For example, in a well organized Junior High School shop the boy is given an opportunity to sample or "taste" various lines of industrial activities. He will in this manner without question gain an insight, and appreciation which will not only help him in deciding whether or not such fields are attractive to him but will also prove invaluable in his later life as a basis of judging commercial and life values.

For the last few decades we have talked a great deal about efficiency and the conservation of natural resources. It is clearly evident that such a program as that for which the Junior High School stands will fall in direct line with this movement. As before pointed out there will assuredly be a saving of time by shortening the elementary school period and earlier enabling the pupil to drive direct at his life purpose. In doing this the Junior High School gives promise of being instrumental in assisting boys and girls to settle definitely without extensive loss of time upon a chosen life work for which their individual characters fit them. If this can be accomplished the number of misfits and vocational tramps in our social make up can be greatly diminished, and the vast reduction of human misery and saving of human energy thus effected will certainly justify all effort expended in the development of the plan.

## KANSAS JUNIOR HIGH SCHOOLS

By Principal W.W. McConnell, Neodesha, Kansas.

Kansas Teacher, March, 1922.

Man's supremacy over the other animals is probably founded upon his ability to build institutions. These, the home, the church, the school, the state, industry, society, and numerous others, constitute his great provision for the future. His forethought for a better oncoming civilization is thus expressed. But a thing institutionalized tends to become fixed and unprogressive. Institutions yield but slowly to the urge of progress. The Intermediate School or the Junior High School represents a victory of a persistent progress, a break from repressive methods of the past to a more natural and adequate provision for the development of a larger number of the desirable tendencies of the child.

If the future is to be secure, the present must above everything else, produce great people. Great citizens are more important than great machines. Consequently, our institutions must consider the material from which its products results. This human material needs definite analysis and interpretation. A recent book (The Casual Laborer and other Essays by Carleton H. Parker) contains material that is pertinent to this argument. The two following generalizations about human life certainly apply to educational theories:

"That human life is symanic, that change, movement, evolution, are its basic characteristics.

"That self expression, and therefore freedom of choice and movement, are prerequisites to a satisfying human state."

A quotation from Cannon, the Harvard Physiologist supports this thesis: "More and more it is appearing that in men of all races, and in most of the higher animals the springs of action are to be found in the influences of certain emotions which express themselves in characteristic instinctive acts."

And the following quotation leads directly to the catalogue of "Unlearned tendencies to action" which are the deductions of this author: "All human activity then is untiringly actuated by the demand for realization of the instinct wants."

Here is the tabulation of instincts:

1. Instinct of gregariousness.
2. Instinct of parental bent; motherly behavior; kindliness.
3. Instinct of curiosity; manipulation; workmanship.
4. Instinct of acquisition; collecting; ownership.
5. Instinct of fear and flight.
6. Instinct of mental activity; thought.
7. The housing or settling instinct.
8. Instinct of migration; homing.
9. Instinct of hunting.
10. Instinct of anger; pugnacity.
11. Instinct of revolt at confinement; at being limited in liberty of action and choice.
12. Instinct of leadership and mastery.
13. Instinct of revulsion.
14. Instinct of subordination; submission.
15. Instinct of display; vanity, ostentation.
16. Instinct of sex.



These instincts properly interpreted and elaborated, give a comprehensive explanation of human motive.

These tendencies to action must have recognition in a modern educational program if we are to turn out normal beings as the product of our institutions. The Junior High School problems involve many of these tendencies, often at a very critical stage of development. For that reason the true Intermediate School must possess at least the following characteristics:

1. A separate organization of the 7-8-9 grades, or at least 8-9.
2. A separate building in which to house these grades.
3. A distinct educational aim, unlike that for other grades.
4. A very much modified program of studies.
5. A distinct school spirit, unlike that for other grades.
6. A distinct school discipline, unlike that for other grades.
7. Methods of study and instruction adapted to these grades.
8. A special organization of social and collateral activities.
9. A departmental organization of subject matter.
10. Promotion by subject.
11. Some pupil-election of subjects.
12. A distinct administration of the internal problems of the school.
13. The inclusion of new studies in these grades.
14. A recognition of the contest spirit.

While in practice there is no agreement as to whether an institution with these characteristics should be called an Intermediate School or a Junior High School there seems to be a growing sentiment in favor of the former and the North Central Association defines it as: "A school in which the seventh, eighth, and ninth grades are segregated in a building ( or a portion of a building) by themselves, possessing a separate organization that is distinct from the grades above and the grades below, and taught by a separate corps of teachers."

What does this institution seek to do? Authorities make the following claims for it:

1. It has greater holding power. This is due to more interesting material, better organization and administration work and by methods, more in keeping with modern educational aims.
2. It recognizes to a much greater extent, the principle of individual differences. While recognition is given to all types of differences, adolescent differences are given special attention.
3. The pupil is given assistance in discovering his own interests and capacities. At the same time that this is taking place, every attempt is made to have the pupil explore the world without and to establish proper relations between his inner world and the outer world. This should result in a proper economic and social adjustment for later life.
4. An attempt is made to remove or minimize danger arising from adolescence. This is done by inculcating dynamic ideals of citizenship.

5. This school affords a social, moral, intellectual and physical environment that is stimulating. Activity rather than repression seems to be its characteristic.
6. An attempt is made to shorten somewhat the time of training of those looking to professions.
7. An argument of realism in education is presented on the basis of the increased vitality of the instruction and a training adapted to the complete nature of the child.
8. There is an interweaving of the pre-vocational and cultural education that tends to strengthen both.

Kansas is moving rapidly forward in the matter of Junior High Schools. The 1920 report of Secretary C.O. Davis shows Kansas tied on 3 and 4 place with Iowa and led by Ohio and Michigan in order from the standpoint of numbers in the North Central Association. Kansas then had 19 Junior High Schools. From the somewhat limited information that the writer has been able to collect it seems fair to conclude that some of the more common features of Kansas Junior High Schools just now are: (1) Unusual activity in the matter of reorganization of subject matter. This applies particularly to mathematics, English, and social science. (2) An effort to broaden the courses by the inclusion of as many new studies as local conditions and the plan of administration will permit. (3) A rapidly increasing appreciation of the educational value of music offered as a distinct part of school work. (4) A spirit of investigation in regard to the proper place of foreign languages in the Junior High School. (5) An acceptance of the twentieth century challenge of weakness in social science. (6) Unusual activity is manifested in an effort to promote social functions as a means of building a proper institutional pride. Evolution is much in evidence in nearly all phases of Junior High School work in Kansas.

In his book "Educational Values," W.C. Bagley undoubtedly gave a view point of education that robbed static subject matter of its sacredness. This inonocolasm was probably increased by the rather clear definitions of the main objectives of education contained in the pamphlet "Cardinal Principles of Secondary Education," which is Bulletin, 1918, No. 35 Department of the Interior. This booklet enumerates the main objectives of education as: 1. Health. 2. Command of Fundamental Processes. 3. Worthy Home-membership. 4. Vocation. 5. Citizenship. 6. Worthy Use of Leisure Hours. 7. Ethical Character. Refinement and reorganization are imperative if our subject matter is to meet these modern aims of education and Kansas Junior High Schools are making some rather radical changes in this line.

Nearly every school mentions an attack on the subject matter of the older subjects. Winfield and Neodesha have introduced this year the new Junior High School series in English by Briggs, McKinney and Skeffington. A few of the bolder ones are trying out the new arrangement of mathematics such as the Wentworth, Smith and Brown or the Lingquist series of books. Equal activity is apparent in social sciences. The second point above refers particularly to the addition of language, music, printing, more manual subjects, commercial work, arts, and scouting. Music is very popular in the Junior High School. Parsons, Salina, Pratt, Chanute, Fort Scott, Eldorado, Wichita, Holton, Lawrence, Kansas City, Winfield, and Neodesha, all report orchestras and most of them choruses and glee clubs. In most cases these organizations are trained as part of the regular school work.

These reports were very incomplete and it is only fair to assume that any number of other towns are equalling the musical programs of the towns enumerated.

Foreign languages are on trial in the Junior High School. Chanute requires three years of Spanish in the language course. Wichita offers Latin-English as did Neodesha until the present term. Pratt offers Latin as an elective in the eighth grade, and Atchison offers both French and Latin as electives in the eighth grade. Topeka offers French as an elective but most schools seem to make no provision for a study of foreign languages before the pupil reaches the ninth grade.

Social Science has a very large place in Junior High School programs. In the seventh grade the offerings are usually geography and history. This is extended in the eighth and ninth grades to include Citizenship and Vocational Guidance. Vocational Guidance is gaining rapidly in favor as is indicated by the fact that Parsons, Salina, Fort Scott, Eldorado, Bonner Springs, Kansas City, and Neodesha, now have definite courses in which vocational intelligence is especially stressed. This is usually offered in the ninth grade. Fort Scott reports four troops of boy scouts and an equal number of troops of girl scouts. The scout movement is gaining rapidly and like many of the other newer courses, is now being dignified with a definite place on the daily schedule. The production of citizenship is receiving proper consideration.

The Junior High School is not an elementary school without institutional solidarity, nor yet a high school with full contest programs which bring a solid group spirit. Pratt reports desirable results obtained by the use of ten or more clubs to one of which a student must belong. The hope of most of the administrators of Kansas Junior High Schools is to build a distinct Junior High School spirit by means of student activities, assemblies, athletic programs, picnics, forensic contests, etc. An attitude of maturity is being urged as a part of the administrative policy for this institution. Salina gives the community good lectures and picture shows in the Junior High School building. Arkansas City gives a matinee lecture course. Fort Scott has done a variety of printing. Many schools are obtaining surprising results in commercial work. Wichita leads in enrollment and reports 2,500 students in four buildings with 97 teachers, Hutchinson is second with 1125 students and 39 teachers, and Salina is third of those reporting with 825 pupils and 30 teachers.

The early paragraphs of this article would seem to set forth the general principles which are to govern the Junior High School. Nearly every administrator in Kansas is following a different path to what will amount to a somewhat individual though nearly common goal. The great problem seems to be to establish for the pupils freedom of conduct, of election of subjects in many cases, of activity about the institution, and of study or preparation, and yet, inculcate a sense of responsibility that will insure efficient citizenship under all conditions. Freedom is desirable, but freedom without responsibility spells disaster. The Kansas Educator is wisely striving in the Junior High to produce the citizen who will fulfill the hope of American democracy, that great ideal which means (1) an open road to talent, and (2) a government responsive to a responsible citizenry.

A GENERAL ADMINISTRATIVE STUDY OF FORTY JUNIOR HIGH SCHOOL SYSTEMS OF KANSAS. By J.H. Clement, Superintendent of Schools, Junction City, Kansas--J.A. Clement, Secondary Education, Northwestern University. The Kansas Teacher-March, 1922.

I. PRELIMINARY STATEMENT. During the Spring of 1921 a questionnaire relative to Junior High Schools was sent out over the State of Kansas to 85 school systems, fifty-five replies were returned. The facts reported by forty of these school systems are herewith tabulated. This study is confined to non-curricular aspects of the Junior High School.

In the opinion of the authors of the following discussion, it would be profitable to make a detailed investigation of the nature of Junior High School curricula alone in the State as a whole. It seems obvious that the time has come when we ought to limit ourselves, in some instances, to a study of a single aspect, and then carry this out in detail. In the event of the curriculum, this is particularly true. This one aspect alone is of sufficient importance, and of large enough proportions to engage one for some time. A request was made that printed programs of studies be returned with the replies to the blanks sent out, but not enough were received to justify a tabulation of representative results and practices. One attempt in the summary tables and discussions which follow, in this report, is to suggest a study of significant, special problems of the Junior High School in considerable detail.

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Table I-Date of Organization of J.H.S.

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Number of School Systems	1911	1912	1913	1914	1915	1916	1917	1918	1919	1920	1921	No Ans.
40	2	1	2	5	1	3	5	7	6	3	2	3

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II. ADMINISTRATIVE PROBLEMS. Three out of the forty school systems replying to this questionnaire did not give the date of organization. Of the other thirty seven schools, two were founded in 1911, one in 1912; two in 1913; five in 1914; one in 1915; three in 1916; five in 1917; seven in 1918; six in 1919; three in 1920; and two in 1921. Based upon the thirty-seven schools the median year of organization is 1917. Just one decade is covered by the dates of organization represented. Since the total number of Junior High Schools in Kansas is not included in this study, this median year of 1917 is not wholly an accurate statement. Junior High Schools during the last two years no doubt have increased, too, somewhat more rapidly than the last two years of above facts would indicate. It is known that some schools have reorganized within the state from which no returns were received in this study. Returns from one school located in a city of 15,000 population, and having the 6-3-3- plan, established in 1919, were received too late to be included in this summary report. The tendency for Junior High Schools to increase rapidly in number in this state is apparent from the fact

that as many were organized in the last four years as were organized in the six years preceding.

The blank sent out called for city population instead of school census, unfortunately. Had returns on the school census been available, some statement of the percent of the school census in relation to total Junior High School enrollment could have been made. As it was, facts simply had to be tabulated only on the basis of the percent of the total city population enrolled in Junior High Schools.

In eleven cities having the 6-3-3 plan, and having populations ranging from 2,703 to 101,177, two and six-tenths percent, of the population of the city was enrolled in the Junior High Schools. In twenty-five cities having the 6-2-4 plan, and having populations ranging from 1,626 to 16,912, three and four-tenths percent of the population of the city was enrolled in the Junior High Schools. If school census be substituted for school population, it would be possible to find the percent of pupils included in the school census who are enrolled in Junior High Schools. The same thing could be done in case of cities having 8-4 plans. The results of these two findings when compared would be of considerable educational and administrative value. When the two facts above are added, it means, however, that three pupils out of every hundred population are in attendance in Junior High Schools. This is a large enough group to demand serious consideration, in terms of the types of subject-matter offered which are most suitable for early adolescence.

TABLE II-Distribution of Junior High School Population.  
Section A-Schools with 6-3-3 Plan.

Number of School	Percentage Distribution of students by grades.						Percentage Distribution by grades for both boys and girls.			Total Number Enrolled	
	Boys			Girls						Boys	Girls
	7	8	9	7	8	9	7	8	9		
	36.8	36.3	26.9	35.1	34.9	29.8	35.9	35.5	28.4	1845	1997

Section B--Schools with 6-2-4 Plan.

Number of School Sys.	Boys				Girls				Total Number Enrolled	
									Boys	Girls
	7	8	7	8	7	8	7	8		
21	52.2	47.8	54.2	45.8	53.2	46.8				

Section A of the above table shows that 35.9 percent of the pupils in eight Junior High School systems is enrolled in the 7th; 35.5 in the 8th; and 28.4 in the 9th Grade. The distribution of boys in the 7th, 8th, and 9th grades, respectively, is 36.8, 36.3, and 26.9 percent. The distribution of girls in the 7th, 8th, and 9th grades is 35.1, 34.9 and 29.8 percent.

Section B of the table indicates that 53.2 percent of the pupils in twenty-one Junior High Schools having the 6-2-4 plan is in the 7th, and 46.8 in the 8th grades. The distribution of boys in the 7th and 8th grades is, respectively, 52.2 and 47.8 percent. The distribution of girls in the 7th and 8th grades is 54.2 and 45.8 percent, respectively.

The distribution of the above enrollments does not measure retention directly, but indirectly, this does throw some light on the number of pupils who continue on in school. The fact that the eighth grade shows a smaller enrollment in the 6-2-4 type than does the seventh grade, as is true in Table B raises a problem in terms of mortality of students. In Table A the enrollment shown for the ninth grade is less than the eighth. One of the widely made claims for the different types of reorganized schools is that they reduce noticeably mortality of students. The above results do not offer a basis for any valid conclusions on the point involved. But a study of the facts on the matter in point could be made, and a comparison be made between the 8-4 plan and between the reorganized types of secondary schools, on the problem of distribution of pupils, and also of retention in a more exact way.

Twenty-seven-fortieths, or sixty-eight percent of the schools studied have the 6-2-4 type of external organization. (If a school answered, "next year we'll have such and such a type," then the up-to-date fact was recorded rather than past organization.) Twelve-fortieths, or thirty percent have the 6-3-3 plan, and two-fortieths, or five percent the 6-6 plan. Two other forms reported were 7-1-4 and  $6-2\frac{1}{2}-3\frac{1}{2}$ . The sixty percent, consisting of the 6-2-4 types does not necessarily represent the present tendency. This probably is due, in part, to the fact that the seventh and eighth grades had previously existed within the 8-4 scheme of organization and administration. Only one school out of the forty does not make the first break at the end of the first six grades of the elementary school. Ten schools out of the twelve listed as having the 6-3-3 plan used the name Junior High School, one used Intermediate, and one Departmental. Sixteen schools out of the twenty-four having the 6-2-4 plan used the name Junior High School, seven used Departmental, and one Intermediate. The tendency to use the appellation Junior High, rather than Departmental, even in the 6-2-4 plan indicates clearly that in this state the name Junior High School is decidedly in the majority. In terms of a general summary, 67.5 percent of all schools studied prefer the appellation Junior High and 25 percent, Departmental.

Promotion by subject is the practice in 60 percent of the schools, and by grade in 22.5 percent. It was not possible to determine the exact practice for the other 17.5 percent of the schools which reported both grade and subject. In 72.5 percent of the schools sub-normals are pro-

moted before completing the previous grade, and in 80 percent of the schools super-normals are promoted before completing the previous grade. The facts here presented are not as complete as the questionnaire should have called for. It would be valuable to know the details of the various methods of promotion used in the instance of both sub-normals and super-normals in the schools herein involved. At any rate the results indicate in the table that the lock-step in education is being gradually broken relative to mere promotion by grade within Junior High Schools. In order to evaluate fully the practice of promoting sub-normals in over 70 percent of these schools, and of promoting super-normals in 80 percent of these schools, one ought to know in addition to the above tabulated facts, the exact manner of these promotions, irregular of any sort such as for example, double promotion and so forth. A detailed investigation concerning the exact nature and frequency of promotions is worthy of further consideration in Junior High School practices of these schools. In 1918 the North Central Association advised that superior pupils who have spent two years in the Junior High School, and that over-age pupils, when to the advantage, should be promoted to the Senior High School.

Table III--Plan of Organization and Appellation Used.

Number of School Systems	External Form of Organization					Appellation Used			
	6-3-3	6-2-4	6-6	Other Forms		Jr. High	Int. Dept.	Jr. Sch.	
				7-1-4	6-2 $\frac{1}{2}$ -3 $\frac{1}{2}$				
40	32	24	2	1	1	27	2	10	1

Table IV--Percentage of Schools Promoting by Grade or Subject, and Percentage promoting subnormal and supernormal pupils before completing previous grades.

Number of School Systems	By Grade	By Subject	Grade and Subj.	Promoting subnormals before completing previous grade	Promoting super- normals before completing previous grade.
				yes .725 no .275	yes .80 no .125 No. Ans. .075
40	.225	.60	.175		

Table V-- Credit-Recording and Classification of Students by Intelligence Tests.

Number of School Systems	Percentage of Schools recording by			Percentage of Schools Classi- fying by Intelligence Tests.		
	Subject	Units	Subject & Units	Yes	No	In Combination with Teachers' ratings
40	75%	17.5%	7.5%	15%	37.5%	27.5%

Seventy-five percent of the schools record credits by subject, 17.5 percent by units, and 7.5 percent by both methods. Further information as to the practice of giving credit for quality would be invaluable in connection with the above item of recording credit by subject or units, and this matter would easily relate itself to the problem of promotion dealt with in a previous table.

The classification of students through the use of intelligence tests is also closely related to the problem of promotion as well as to the problem of credit-recording. 35 percent use intelligence tests to classify pupils, and 37.5 percent do not use them. Twenty-seven and five-tenth percent of the schools use these tests combined with teachers' ratings and judgments. How significant the above practice of classifying Junior High School pupils by tests has been in these schools could be determined by follow-up work, and by further analysis of facts during the next few years. As soon as reliable facts are available in sufficient number to be representative in these, and in other Kansas Junior High Schools a detailed study ought to be made relative to the use of intelligence tests for the purpose of classifying pupils, and relative to the use of these tests for other purposes within the school system as, for example, educational and vocational guidance of pupils.

Table VI Teacher Period Per Day, Division of Teachers' Time in Above, and Below J.H.S. and Salary.

Number of School Systems		Number of periods taught by teachers										Number of Teachers teaching in		Salary Same as S.H.S.			
		Academic					Vocational					J.H.S. only	S.H.S. also	Grades Below Also	Yes	No	No Ans.
4	5	6	7	8	4	5	6	7	8								
40	11	236	73	7	11	15	42	26	3	1	375	82	7	8	28	4	

Eleven out of the total of 338 academic teachers teach less than five periods per day, and 91 teachers or about 27 percent teach more than five periods. A little more than 60 percent, teach five periods per day. In case of the vocational teachers, out of a total of 77 there are 50 who teach less than five periods per day and 30 or about 40 percent who teach more than five and 52 or about 55 percent who teach five periods per day. It is apparent that the majority of these schools are meeting the North Central Association standards in this matter. Of course in order to evaluate fully the facts of the above table one ought to know what was the length of the eight periods taught per day by the 11 teachers in order to compare it with the other teachers teaching recitation periods of varying lengths.



The above table indicates that a large proportion of the teachers, namely 375 teach in the Junior High School only. 82 also teach in the Senior High School, and a relatively small number of 7, in the grades below. It will be noted that the total number of teachers included under the item teaching periods per day is 415, whereas, the total number included under the item teaching in Junior High only, and so forth is 464. In spite of the apparent inconsistency of these two items based on returns the tendency for teachers to teach only in the Junior High School is quite dominately represented.

Perhaps salary and qualification of teachers really should be discussed together. In this table, however, only the salary is included. The indication is that in quite the majority of the Junior High School systems they do not pay equal salaries to Junior and Senior High School teachers. That is to say, 28 school systems or 70 percent, do not, 20 percent do, and one percent, did not answer. The question may be pertinently raised as to whether the practice of paying Junior High School teachers less than is paid to Senior High School teachers will not eventually work an injustice on Junior High School efficiency of teaching.

However, some amends may be found in the fact of lower payment to Junior High School teachers than to Senior, in another item covered in this study which shows that comparatively few inexperienced teachers are employed in the Junior High Schools of the state. Of course this is on the assumption that amount of experience tends to increase teaching efficiency which is not always necessarily true. It is conceded that Senior High School teachers must prepare more thoroughly and extensively on the academic subject-matter taught than does the Junior High School teacher. Since the Senior High School teacher's preparation in methodology must at least equal that of the Junior High School teacher, too, it does seem justifiable, in general, to pay the Senior High School teacher a better salary. However, when a Junior High School teacher in training and experience is equal to a Senior High School teacher, then, perhaps, salaries should be equal.

Table VII-Number, Experience and Training of Teachers.

Number of School Systems	Academic			Vocational			In- experi- enced	Experienced		Having Bach. Deg.	
	Men	Women	Total	Men	Women	Tot.		Low Gr.	Grades Above	Acad.	Voc.
40	42	314	356	53	51	104	22	212	118	162	39

Out of a total of 460 (this total of 460 does not check with all of the previous totals made out on the basis of the returns, but the variation of totals is not sufficient to vitiate the results materially) teachers employed, in the academic and vocational work combined, there are 365 women teachers, and 95 men teachers, or approximately 80 percent, women, and 20 percent, men in the Junior High School systems. As would be expected, the proportionate number of men is higher in the vocational work than in the academic at present.

The total number of inexperienced teachers employed was 22. These were represented by nine different school systems, 6 being the highest number of inexperienced teachers used by any single school system, and four other systems used one each of the inexperienced teachers, 212 teachers had had experience in the lower grades and 118 in the grades above. What proportion of these teachers had previously been teaching in 7th and 8th grades could not be determined from the returns. How much experience these persons had had in the lower grades and grades above was not called for by the blanks to be filled out. The fact, however, that comparatively few inexperienced teachers have been used in the Junior High Schools guarantees, somewhat, the successful instructional work in the schools. Of course, the success in previous experience as well as the training of teachers needs to be taken into account in conjunction with the mere fact of the number of inexperienced and experienced teachers in the schools in any real evaluation to be made.

The blank called for the number of persons having B.A. degrees. Perhaps, the percentage would have been a little higher than the table above shows had the question called simply for the number having bachelor's degrees, including B.A.'s and other equivalent degrees. 162 teachers in academic work, and 39 in vocational work were recorded as having B.A. degrees. Over 45 percent of the academic teachers, and over 37 percent of the vocational teachers possess degrees.

Twelve schools have a recitation period of 60 minutes, and 10 a period of 40 minutes each. No doubt the length of the recitation period has been somewhat influenced by the introduction of some plan of supervised study. Over half of the schools have a period of 50 minutes or longer. It will be recognized that the length of recitation periods as found in over half these schools meets the standards of the North Central Association.

Table VIII--Length of Recitations and Nature of Plan of Supervised Study

Number of School Systems.	Length of Recitation Periods in Minutes.										Nature of Supervised Study							
	30	40	45	50	55	60	67	70	No.	Ans.	$\frac{1}{2}$ - $\frac{1}{2}$	Part	30- And 40	40- 30	25- 15	35- 30	No Plan	
												Part 14						
40	3	10	3	3	4	12	1	3	3	17	14	1	1	1	1		3	

Under the tabulation of supervised study, it is likely that in most instances the caption, part and part, is similar in practice to the item labeled, half and half. If we group these two, then, this would total 31 out of the 40 schools which have a divided period. A large percent of these appear to have the fifty-fifty basis of recitation and study. From the above facts there is no way of knowing anything of the real technique of supervised study used by each school. Many other details essential to a good technique involved in supervised study ought to be known in order to evaluate properly the practices in these forty schools. The four listed as 30-40, 40-30, 25-15, and 35-30 respectively, perhaps, with fairness, could have been included under the caption part and part. There is evidence in the results of this table of chaotic conditions which exist rather generally in supervised study practices, at present. There seems to be a growing conviction among school men that we have not lived up to our claims for supervised study as yet, and that therefore we need to work strenuously at improving whatever we have been inclined to name supervised study. The characteristics of the technique of supervised study in the respective subjects taught in the Junior High School ought to be much more thoroughly investigated and standardized, than we have done it up to the present time.

It is apparent from the above table, that in Kansas the average city maintains but one Junior High School. The only exception reported here is the case of four Junior High Schools in one city (Wichita). 35 percent of the Junior High Schools are housed separately from the Senior High School. 25 percent are housed with the Senior High School and 25 percent with either the Senior High School or with the lower grades, or with both. Two school systems did not answer. It is difficult to determine whether this really states the truth of the situation since it was not clear from the questionnaire how far Junior High School and Senior High School pupils are segregated within the same buildings.

There is a separate Junior High School Principal in 60 percent of the schools, as compared with 60 percent also in the 293 schools of the North Central Association in the report in 1918, by Davis. It is not easy to reconcile the two facts that only 35 percent of the schools have separate buildings, and yet 60 percent report that they have separate Junior High School principals. Of course, there are probably some instances in which the Junior High School is housed with other grades and also have a separate Junior High School principal. The discussion at this point again furnishes an opportunity to say that a great deal of ambiguity is always likely to be found in answers to questionnaires, especially when the attempt is made to cover the whole field rather than to deal with a limited number of specific phases in clearer detail.

The median Junior High School enrollment for the 40 schools is 247. (One of the city school systems reported more than one Junior High School. So in finding the median enrollment these schools were each counted separately for that city.) The median enrollment for the schools having the 6-3-3 plan is 379; and for the schools having the 6-2-4 plan is 132 pupils, 512 pupils is the number representing the median enrollment for the ten Junior High School systems having the largest number of pupils, and 99 pupils for the ten schools having the smallest enrollments.

III. GENERAL RESUME OF RESULTS. The results may very briefly be summarized. As is true in most states, there is evidence of a good deal of chaos in many respects in the school systems studied. Schools have multiplied rapidly during the last decade. Enrollments show a decrease in each succeeding grade. The 6-2-4 and the 6-3-3 plans are most numerous at present. Promotion by subject, and of subnormals and supernormals are frequent. The majority of the schools record by subject, and many use intelligence tests for the classification of students. Women teachers predominate. The majority of both men and women are experienced when entering the Junior High School to teach. In the majority of instances the number of recitations taught per teacher and the length of recitation periods meet the standards of the North Central Association. Supervised study has been widely introduced. Segregation of Junior High School pupils in separate buildings and control of the Junior High School through a separate principal is practiced in a rather large proportion of the school systems.

Table IX-Enrollment, housing and Control of J.H.S.

Number of School Systems	Median J.H.S. Enrollment	Number of J.H.S. in each city	Housed Separately	Housed with	Separate principal					
40	247	4 1 No Ans.		Sr. Grades Below	Sr. and Grades	No Ans.	Yes	no	no	ans
		1 36 3	14	10 10	4	2	24	13	3	

SOME PROBLEMS OF THE CHANUTE JUNIOR HIGH SCHOOL. By Supt. J.E. Hughes  
Chanute, Kansas. Kansas Teacher, March 1922.

One of the best features of the Elementary School plan is the close association of one teacher with a group of students and the consequent relationship often designated the "mother teacher" relationship. A close personal touch of some teacher greatly assists many Senior High School students. It is essential in properly guiding many Junior High School students.

We have maintained since our organization conference groups which meet for twenty minutes, three times per week. Pupils are assigned to the various teachers of the school on the basis of special interests and classification. These groups maintain something of what tends to be lost in the change to the Junior High School departmental method of conduct, but leaves much to be desired in this field. This year we are trying to establish a closer personal touch of each other with each pupil through acquainting teacher s with the parents by means of a Parent-Teachers Association. We consider the problem still far from solved.

INDIVIDUAL DIFFERENCES. One of the chief values of the Junior High School is the facilities afforded to suit school work to the interests, capacity and needs of individuals. It is ideal to group students on a basis of each of these elements and in most schools an effort is being made to do something along each of these lines. The capacity group, the special subjects and the program so often conflict and limit the ideal, that every device to bring about the desired end should be of interest. One of President Elliott's chief arguments for a reorganization of the seventh and eighth grades was that students might complete the secondary course earlier and enter college.

In our seventh grade students of demonstrated superior attainment can carry an extra subject for one semester. In the eighth grade a regular course can be accomplished in five periods of fifty minutes each, leaving a sixth period for study. The regular course in the ninth grade is four subjects and physical training. In the study period the superior group are permitted to carry an extra subject.

Students of superior ability can shorten their Junior and Senior High School courses by one year when able to take advantage of these opportunities. Among our superior group are many who have received special promotion in the elementary schools. The grade teachers are constantly on the alert fur such opportunity. Our experience has been that these students permitted the special promotion and special work only after demonstrated superior capacity, remain among the superior group in most cases to graduation from the Senior High School.

STUDY HALL PROBLEM. We use the supervised study method of twenty-five minutes study and twenty-five minutes recitation in the seventh and eighth grades, but in the eighth and ninth grades many students have one study period per day in addition. These study periods have formerly been conducted by a different teacher for each period and have constituted a real problem in school control. The results in study have not been of the best. This year one teacher devotes all of her time to the general study hall, and the work in the hall is much more satisfactory.

THE JUNIOR HIGH SCHOOL SITUATION IN KANSAS. By Supt. A.D. Catlin,  
The Kansas Teacher, April, 1923. Wellington.

The last directory issued by the State Teachers' Association lists sixteen Junior High School principals in the cities of the first class and forty-two Junior High School principals in cities of the second class. The list did not indicate the Junior High School principals in cities of the third class, but doubtless there are among the larger cities of the third class, a considerable number of school systems that have more or less definitely organized Junior High Schools, or have the seventh and eighth grades departmentalized with the high school, giving the elements of the Junior High School to these systems. This development has been taking place through a period of some eight or ten years.

The Junior High Schools listed for the first class cities and for the larger second class cities practically all have separate buildings and distinct administrative organization, so that from this standpoint they can clearly be recognized as typical Junior High Schools. Most of these independently organized schools include grades seven, eight and nine, although there are a few that include the seventh and eighth grades. The form that a good many use in the smaller second class cities and in a large number of the third class cities in the state is the combined Junior-Senior High School, including the six upper grades, being administrated in a building also accomodating lower grade pupils.

There has been no recognition of the Junior High School as a separate and distinct administrative school unit by the State Board of Education, so the Junior High School has been developed largely according to the notion of the Superintendent and Principal in charge. This lack of definite recognition has been in some respects a handicap to the organization and in some respects an advantage.

It has been a handicap in the respect that a good many superintendents have hesitated to make any considerable departure from the conventional type of organization because of the fact that the schools did not have any legal status and no recognition from the State Department. This lack of recognition has been an advantage in that when standards and recognitions begin to be imposed it necessitates with it a considerable amount of limitation in the scope of activities possible. Those Junior High Schools that have been organized have exercised, with the sufferance of the State Board of Education, some latitude in the matter of planning their courses, so that a study of a fully organized Junior High School in the State of Kansas will show a very interesting range of experiments in possible activities and some very excellent results accomplished.

The movement now has arrived at such a stage of common use that there is an imperative need for the establishment of standards covering the organization and administration of this school. The accrediting standards for the high school proper have been very definitely set forth for years by the State Department and the larger Accrediting Association. This has acted as a very definite stimulus to bring the work in the high school up to a high standard of equipment, personnel, and operation. The time has come when this same type of supervision should be extended to the graded included in the Junior High School. Some fifteen states in the Union have

made more or less definite recognition of the Junior High School as an administrative unit, either by statute or by recognition through the State Department. Some of these states have gone to the extent of definite recognition by statute and definite formulation of a course of study supervised by the agent of the State Department of Education. In other states the State Board of Education has recognized the Junior High School as a distinct administrative organization but has allowed considerable latitude to the individual school in the matter of development of their particular type of organization and course of study.

One of the first acts of the State Board of Education under the administration of our new State Superintendent was a resolution definitely recognizing the Junior High School as a distinct organization and authorizing the State Department to proceed with such definitions and regulations as will give the Junior High School definite educational status in Kansas. This definite recognition should cover such important features as a statement of the purpose and opportunities of the Junior High School and define what types of organizations shall be recognized as Junior High Schools. In other words a definite set of accrediting standards should be prescribed. This should include the questions of the type of building, and such minimums as: Assembly hall, laboratory and library equipment, and provision for physical education. It should also establish definite standards pertaining to the personnel of the school, including educational preparation and experience required of the principal and teachers, and establish a reasonable pupil-teacher ratio, which should in the main, conform to the standards established for the high school.

The development of the departmental plan of organization and the recognition of the differentiation between the type of work done in the Junior High Schools and the grades below, has led to a considerable amount of research and experiment in the matter of developing sets of text books for the various subjects taught through these grades. There has not been any recognition of the Junior High School in the matter of text book adaptations in Kansas, up to this time, because of the fact that the Junior High School has not been recognized by the State Board of Education. But with the recognition by the State Board of Education that has recently been granted, there will be up for consideration the question of suitable text books for these schools. A number of so called Junior High School courses in English, Mathematics, Sciences, and Foreign Languages have been issued recently by the various text book publishers. Some of these show very careful editorial preparation, while others seem to have been prepared under pressure in order to have something bearing the Junior High School name on the market. The experimental use of these various text books has not received a sufficient try-out to date to warrant the adoption of any one of these text for exclusive use in the Junior High Schools of Kansas. The thing that should be done would be to include in a list of approvals by the State School Book Commission at least three different series of texts in each of the major subjects, and to give experimental use of all texts in each of the major subjects, rather than have a large number of the schools use the same text. This would stimulate the editors of the Junior High School texts to give very careful consideration to the important



work of preparing these text books. Under such latitude in the use of these various texts there will be ample opportunity for a careful try-out of the texts now on the market.

Another of the difficulties besetting the Junior High School movement, not only in Kansas but in all the states, is the difficulty of formulating a satisfactory type of statistical report for these schools. Educational statistics have been based, up to the present time, on eight years of elementary school and four years in the secondary or high school, but the organization of the Junior High School, including the two upper grades of the elementary group and the first year of the secondary group, has complicated the question of separating these statistical reports. Examination of the Junior High Schools in Kansas reveals that we have all of the varieties of organization. We have a large number of systems organized on the 6-6 plan; a considerable number on the 6-4-2, another group on the 6-3-3 basis and few reporting the 6-3-4. The difficulty of developing a set of statistical reports that will allow for the accurate listing of all these various types is quite a complicated problem.

An inquiry, however, as to the grades included, covering all of the states in the United States, shows a very definite recognition of the sixth grade as a dividing point between the elementary grades and the various types of Junior High Schools above. It would seem feasible then, to organize a set of reports covering the first six grades, and develop a series of reports on the 3-3 or 2-4, or 6 year unit, above the sixth grade. This is a question in which the leadership of the United States Bureau of Education is desirable inas-much as the statistical reports of the various states should report according to the type of report that the United States Bureau of Education requires. A number of states are working at the basis of having the statistical reports come in on the old 8-4 division plan, with a supplementary report covering the Junior High School on whatever basis it is organized. This is a temporary makeshift, however, and not a real solution to the difficulty.

These are some of the problems confronting the further progress of the Junior High School in Kansas. It will be some time before a satisfactory basis of handling all of these various items will be developed, but with the definite encouragement of the State Board of Education and with the active, earnest cooperation of a large number of city superintendents who have Junior High Schools under their supervision, there is promise of a very bright future for the development of this key-stone organization of our public school system.

THE FUNCTION OF THE JUNIOR HIGH SCHOOL. By L.A. Clark, Allison Intermediate school, Wichita, Kansas. August-Sept., 1923.

The chief educational function of the Junior High School is conceived as the exploitation, by means of subject matter, in itself worth while, of the interests, aptitudes and capacities of the pupils and at the same time for the pupils of the possibilities in the major fields of learning and activity.

Our children expect the school system to fit them for the many duties of life and it is up to the school system to see that they are not disappointed. To this end we must construct such educational policies and employ such materials and methods as shall make the school a true picture of life outside in all its essential activities. To accomplish this we must, in the intermediate schools, incorporate these studies which shall be not along pedagogic in their influence but also give the child professional skill and creative energy.

It is to be noted with praise that many schools are putting in vocational courses. In the past courses have been planned for the few who expect to take college work with but little reference to the masses who drop by the wayside. If we are to achieve the highest results, we must recognize the natural difference in students, both qualitatively and quantitatively and while our system of education trains the brightest and best for positions of trust and honor, it must so shape its policy that those who, for any reason, cannot or do not remain to the limit of time, or whose work is mediocre shall find a place in the world which has some aspect of familiarity. Only in this way shall we be consistent and live up to our educational policy to be universal.

Now while it is very essential to introduce vocational interests, we must not swing to the other extreme. We must offer courses of instruction in many subjects, some vocational, others not; so that when a boy or girl comes in contact with our school system at any point, even for a short period of time, he or she will find something vocational and also something not vocational.

No system of education, however good in itself, can claim to be or hope to become universal if it does not touch and benefit all classes of men and all legitimate branches of their activity. Universal education if it means anything, means the education of all sorts of men for all sorts of purposes and in all sorts of subjects that can contribute to his professional and personal efficiency.

The existing system of Intermediate Schools, though universal in its invitations to students, is still restricted by old policies. They appeal to a small class and not to the masses when they ignore the immediate and personal interests of the individual. If the boy is to be educated that education must touch him first of all at the point of his daily activities.

Not only must we recognize the fact of many interests and activities but we must not lay undue stress upon any one of the needful tasks, and a system of universal education must touch them all and enrich them else the system will fail. Professor James has shown us that what we term as menial labor or drudgery is not drudgery but only seems drudgery to him who participates with no love for the task. Given a motive and the drudgery is gone.

The growing child works hard but enjoys each moment of play because it unconsciously realizes the work as a needful means to an end. We must instill into the fertile mind of the Junior High School student this fact; there is no calling but that has its price of unremitting and exhausting toil, against which education is no insurance whatever and that this toil, if faithfully followed, shall have its adequate and sure reward. The child must be taught in these years that while education is no relief from drudgery it does tend to liberate the human machine from the mechanical drudgery-drudgery that is born of ignorance, which sees no endpoint in its occupation.

Education will have missed its aim if it does not teach how to lessen totality of useless drudgery by further utilization of mechanical energy and the more economic and intelligent direction of human effort. Measured by this standard, farming has the same claims upon education as have language and literature and all things within the range of human capacity are useful.

Now, while it is important to recognize that there are separate and distinct fields, we must observe such methods as shall prevent social cleavage along vocational lines. We must educate all classes to common ideals of individual efficiency and public service along needful lines. To this end each boy and each girl must have vocational training and also humanist training.

Then finally we must not forget that what one boy chooses as his life's vocation might be to another merely a sideline. That which is technical and professional to one is humanistic to the other. There is no such thing as a "general" education except that education which fits a man for nothing in particular.

We have swung around absolutely. A few years ago a boy worked two, three and four years or more as an apprentice to a man, on low pay, if any, and mastered a trade with little reference to the liberal arts. Today we give an education which does little to us except broaden our views. We are only gradually beginning to learn that every useful man, educated or uneducated, has a calling and that the line between the technical and the non-technical, between the narrow and the liberal, runs across individuals not between them. Every properly educated man is trained both vocationally and liberally.

To this end we must in the Intermediate grades begin to instill into the minds and habits of youth, the difference between subjects, and at the same time show them that all labor is worthy; that they may look at all fields and find out what field best meets their aptitudes and the one to which they can give their best. They must know the major fields of usefulness and be made to feel that in whatever field they enter it is worthy of their best efforts and that they not only get a technical but also a liberal education.

OBJECTIVES IN EXTRA CURRICULAR WORK IN THE JUNIOR HIGH SCHOOL. By J.C. Loevenguth, Principal James Allison School, Wichita, Kansas. Kansas Teacher, June-July, 1924.

Extra-curricular activities have rapidly taken a place of importance in the field of secondary education during the past few years. Not many years ago practically all the activity of the pupils was confined to their regular classroom work. All school impressions which influence the pupil were made through the regular classroom recitation and instruction. Today we have had demonstrated to us many other helpful lines of activity which tend to socialize the school and make the training more adequate for proper living. It is questionable, however, whether we appreciate fully, even now, the opportunity which the activities classed as extra curricular offer in the training of children, especially of the Junior High School age.

We must understand at the outset that no word in this discussion is intended to minimize the value and importance of high class intellectual work. This must not be made secondary. There is no substitute for it. Extra curricular work cannot take the place of the curricular subjects but it can supplement them and make their learning more effective. Someone has said, "Teaching the subject is only an excuse to give opportunity to develop ideals and principles of character." Every agency, then, which will contribute to character development is worthy of consideration. To be sure, we still have folks who say, "We didn't have none of them new-fangled notions when I went to school and I got along all right." The least efficient man you know is the most likely one to make such a remark. At least he considers his getting along in terms of dollars only. Did he really get along all right even in his day? Besides, times have changed.

We do not want less high class scholarship but we do want more wholesome socializing influence and more practical living in our schools. In his book, "Morale, and Education," G. Stanley Hall says, "the mind of the child should determine everything." If we accept this challenge, to what extent must we recognize the extra curricular activities in our Junior High Schools? Dr. Hall further states, "there are wonderful fields, quite uncurricular, that are tanked with educational possibilities." He further adds, "the boundless enthusiasm for physical perfection and achievement should be made to irrigate both life and study."

Granting the importance of the activities under discussion, let us analyze somewhat in detail, the specific results which we may reasonably expect from the proper administration of these activities in the Junior High School. Just what might be our more or less definite objectives, which would contribute to the training of the adolescent boys and girls?

**BETTER SCHOOL UNITY** Some means must be provided for unifying a school if that school is to have the group consciousness and the group responsibility so essential in school life. The consciousness of common feeling and common responsibility always brings that intangible and indispensable something called school spirit. How are we to bring about this common feeling? The association in the regular classroom work is not adequate. Some other channel must be provided.

The pupils of the Junior High School are very responsive. They represent a responsive age. They are ready and willing to act. The problem is to provide some means for getting common response.

The school assembly has proved to be an effective medium for unifying a school. Through the assembly the common purposes of the school can be made known to all in the presence of all. It is through this medium that the highest ideals and aspirations for unified action may be realized.

Athletic and other contests offer another avenue through which school unity may be strengthened. The adolescent age is a contest-loving age. The extra-curricular activities within the school give opportunity for unifying certain groups through contests, and when the opponent is another school he is a common "enemy". "Our team" then becomes the one to be supported by the whole school. The result is greater unity. The victory of the team is felt by the whole school. Practical lessons are learned not only as individuals but as a school. Through these common responses, extra curricular activities unify a school to a degree not possible without them.

**GREATER INTEREST IN SCHOOL.** It is one matter to speak of our schools and the opportunities which they offer; it is quite another matter to make the boy and the girl want to take advantage of such opportunities. One of the avowed reasons given for the establishment of the Junior High School is that it will hold pupils in school longer. If this purpose is being realized (and we are told that it is), there must be some reason for it. What is the virtue in this type of school that should have a greater holding power on the pupil?

It is now almost universally recognized and accepted as a fact, that because of psychological and physiological differences, pupils of the Junior High School age do not belong with the lower grades and also not with the high school pupils. The explanation is that boys and girls of that age are new beings, have new tendencies, new likings, new enthusiasms new emotions. These beings have just become self-conscious, and are struggling to express their own personalities. They are "restless, irresponsible, and self-centered." They require a varied program in order to have opportunity for expressions. The Junior High School came into being to fulfill this special mission of ministering to the child at this particular period of life.

Dr. Briggs speaks of this new school as a "new opportunity". Without question, the "opportunity" is to provide channels for normal expression and development in a wholesome atmosphere. Any Junior High School will fail in its mission if this new opportunity is not recognized. The training of the adolescent boy represents problems unknown to the grade school or the high school. A new mode of procedure as well as new and varied activities are necessary. Something must be offered which will appeal to his instincts and be adapted to his nature.

The Junior High School, through its extra curricular program can provide can provide contests, parties, clubs and other activities which offer the opportunity for free and natural expression in a wholesome atmosphere. Many of the immediate needs of the pupils of this age are determined by the instincts peculiar to this period of life. As these instincts are provided for, the needs are also provided for, and the boy or the girl becomes satisfied and consequently, he remains in school instead of going out to seek for activity which will satisfy his instincts and his needs. Providing for the instincts of the pupil then, increases the interest in school and is therefore a worthy objective for the extra-curricular activities.

ESTABLISHING CLOSER RELATION BETWEEN THE SCHOOL AND THE COMMUNITY. However, much we might wish it, patrons do not, ordinarily, become actively interested in our schools through the curricular work. The public is often uninformed about the schools in its own community. Much of the information which the public does receive, is the result of irresponsible gossip. People who give this information, are often both ignorant and unconcerned about the facts. The result, quite frequently, is a distorted view or complete unconcern on the part of the public.

The most precious asset of any community are the children. The school and the community should strive to give each child a fair chance. In order to do this and to properly look after the interests of all the children, the school and the community which it serves, must cooperate. This cooperation is hardly possible unless the public can, in some way, be interested in the school. Some one has said, "If you can make public opinion right, the schools will be right." If the community will not, of its own accord, come to the school, it is necessary, in some way, to take the school to the community so that a greater interest will be stimulated. Some of the extra curricular activities furnish an excellent medium for connecting the school and the community.

A good school paper is one of the best medians for the dissemination of school news among the patrons of the school. Athletic and other contests, musical concerts, and other entertainments, parent-teacher meetings, special assemblies and special days bring the patrons to the school and in this way a closer relation can be established.

At no other age more than that represented by the Junior High School, is a close and sympathetic relationship between the school and the community desirable and necessary. Any activity which in any way fosters this closer relationship is therefore, a worthy activity.

FACILITATION OF DISCIPLINE. Every teacher and administrator who has had experience in the Junior High School, knows that the discipline problem at this age is made more difficult because of the prominence of certain instincts at this period of life. The instinct of gregariousness results in difficulties which are not easy to solve. The instinct of acquisition brings still another difficulty. Fighting seems to be second nature and consequently adds to the difficulties of discipline. Subordination as a result of the desire to assert himself, often means that a

boy becomes "unmanageable." When we add to these the display instinct, sex instinct and others, we can understand in part at least why someone has said, "each boy is a problem and each girl is an enigma."

Experience has partly taught many of us and is still teaching us, that a purely negative policy is never desirable in any school. This especially is true in the Junior High School. Even if one were to succeed in having an orderly school by following such a method, the policy would have to be classed as a faulty one because proper expression with resultant growth, would be impossible under such a policy. The methods and activities employed must make for intelligent self-direction. Liberty under control, rather than domination, will facilitate the discipline problem of this age, and still allow opportunity for development. This liberty can be given by providing worth-while outlets for the normal desires for activity, thereby developing self-governing beings. Proper substitution and direction rather than inhibition is the natural way. Someone has said, "School-keeping is hard because the way we go at it is unnatural." It has also been said that "Much of the so-called cussedness is only a natural desire for activity." Much of the solution of the discipline problem lies in the field of extra curricular activities because through them the pupil can best be given opportunity for expression. If a boy wants to fight, it is not always desirable to inhibit that desire. A better way is to direct his desire to fight into proper channels, showing him that there are worth-while things for which one may honorably fight. The gregarious instinct can be satisfied in part, by providing for properly supervised gatherings of pupils.

The sex instinct demands sympathetic, intelligent direction. The final solution is to so inspire boys and girls with the idea of the sacredness of their bodies, that purity of thought and life will result. Such organizations as the Girl Reserves and the Hi-Y Clubs must lead into this field. All organizations, properly sponsored, will furnish an opportunity for the expression of the adolescent youth is not adequate in the regular class room work. Training for freedom of life without license, can be secured through wise administration of the extra curricular activities. The discipline will be lessened in proportion to the success of this training.

DEVELOPMENT OF SUCH QUALITIES AS "LEADERSHIP, INITIATIVE, CO-OPERATION AND INTELLIGENT OBEDIENCE TO AUTHORITY." These qualities are recognized as among the most important ones to be developed in the Junior High School. Upon their proper development will depend, in a large measure, the character of the boy and the girl. This development of character is, after all, the chief goal of education and furnishes the real foundation for successful living.

The fact that the period of life represented by the Junior High School is such a formative period in the life of the boy and the girl makes productive activities almost indispensable at this period if pupils are to develop properly and normally. Proper growth along all lines will depend upon free expression in word and action. The extra curricular activities are especially adapted to offer the freedom of expression in the various lines, all of which will result in the development of the qualities which are desirable.

The different organizations through which much of the extra curricular work of the school is administered offer an unusual opportunity for developing leadership and initiative. Also, these activities furnish an opportunity for cooperation, which is not possible in the regular classroom subjects. Working together for the common good can result only from group action. These activities offer the best opportunity for group action and cooperation. Important as is the leadership, there is and will always be a large portion of the people who must be followers rather than leaders. This quality of intelligent obedience to authority or of following wisely cannot be too much emphasized at this period of life. The extra curricular activities have a worthy objective in developing in pupils these important qualities. Properly taking their part in the game of life demands training along this line for the adolescent boy and girl.

**MOTIVATION OF CURRICULAR WORK.** It cannot be denied that our pupils too frequently do not have the interest in curricular work that we might wish them to have. We need greater interest. The extra curricular activities are not in any sense to be considered as taking the place of the regular classroom subjects but they offer the opportunity to impress, supplement and make more practical, the curricular work. The socialized recitation and the project method have done something toward making the curricular work more interesting by utilizing to an extent the extra curricular methods. These methods are different, and through them the play and contest spirit is brought into the schoolroom. Some of the extra curricular activities offer opportunity for adding incentive for doing regular classroom work.

English is motivated when the writing is done for the school paper. Many a boy and girl will work hard in order to produce something worth while if it is to be published so his fellow classmates can read it. Debate offers an excellent opportunity for giving added interest in different subjects. The school assembly is often utilized as a medium through which to motivate curricular work. Portions of regular classroom work are presented before the whole student body.

Through others as well as the activities mentioned, there are greater possibilities for motivating work than we have yet realized. Interest in school work is always increased, when there is an evident reason for doing such work.

**PROVIDING FOR THE SATISFYING OF THE GREGARIOUS INSTINCT.** On every hand we see evidence of the desire of people to associate with others. The pupils of the Junior High School age are no exception, only that the instinct is especially strong. The desire or instinct for social intercourse is not of itself wrong or harmful. In fact, it may result in almost unlimited good. However, the results of improperly directed, expression of this instinct may be very far from desirable. Secret societies, social cliques, questionable clubs and street gangs, are a few of the questionable products resulting from self-directed expression of this perfectly normal instinct. Since the instinct is a natural one, the remedy manifestly is not arbitrary suppression.



"The perverted taste for the unwholesome outside interest is not corrected through the denial of its gratification but through substitution of a taste for the wholesome." The school must recognize its obligations. It must supply the opportunity for the wholesome activity which will satisfy the natural instinct. If this opportunity is not provided, the pupil will not only seek to satisfy his instinct by association with the questionable organizations and gangs outside, but he will lose much valuable training. The school must recognize the desire, recognize it as a natural one, and accept the obligation of satisfying it. The extra curricular activities offer the greatest opportunity for proper expression for the adolescent child in the school. Principal Buck, Nichols Fenn High School, Chicago, once said: "Until the interest in school activities can predominate over the interest in out of school activities, students cannot hope to get full value from attention in the school room." Certainly the interest in curricular work does not always predominate over the interest in out of school activities. The extra curricular activities must come to our rescue at this point.

J.E. Burke, Superintendent of Schools, Boston, Massachusetts, once said, "Democracy in education will never really be achieved until every school child in American is served better in the school than he can possibly be served anywhere else at that period of life." Such a condition cannot be reached unless every possible agency of our schools is made to function in the interests of the child. Our only competition from outside is along extra curricular lines and because of the natural desire for associating with others, the child finds attraction outside. The school cannot possibly serve the pupils better unless it provides an outlet for their gregarious instinct. The school must provide for the social life of the children because it is almost wholly this side of their nature which is so frequently commercialized, and too frequently by unscrupulous men and women. It is true, as someone has said, "Pupils have a right to anything of their own if that is better than we can give them."

The school cannot escape responsibility. It must recognize that all phases of life of a student concern the school. It must supply the wholesome to take the place of the unwholesome. It must provide for activities which will give the pupil the training he needs and at the same time guard the social life of the school. Dewey says, "The school cannot be a preparation for adult social life, except as it reproduces within itself, situations typical of social life-purified and idealized." The extra curricular activities offer the means with which to meet this challenge."

**DIRECT CONTRIBUTION TO THE GENERAL OBJECTIVES OF EDUCATION.** In its report, "Cardinal Principles of Education," the Committee on the Reorganization of Secondary Education set forth the following objectives of Education: Health, Command of the Fundamental Processes, Worthy Home Membership, Vocation, Citizenship, Worthy Use of Leisure Time and Ethical Character. It is the judgment of the Committee that education must provide training along these lines in order to prepare an individual for proper living.

The specific results which we have set up for the extra curricular activities will help toward providing this training. More specifically, however, the extra curricular activities may help realize these general objectives of education, by promoting the health of pupils through athletics, hikes, health clubs, and other activities; by providing training in citizenship through the various organizations of the school; by offering an opportunity for training and development along the higher and more ideal side of life. In these days when the desire for unwholesome pleasure is so prevalent; when the authority of the home seems to be barely more than a relic of the past, and when respect and reverence are conspicuous only for their absence, it is indeed desirable to have organizations such as the Hi-Y and the Girl Reserves and other organizations which put emphasis on ethical character and those finer qualities and ideals which after all must constitute the basis of the things that are worth while and lasting. We do not have an adequate opportunity in the school for emphasizing this objective of education. The extra curricular activities offer the best opportunity.

After all, if our goal is ever to be reached, we must recognize a greater school responsibility and this must come through greater school unity. We must make our pupils want to be in school, and this requires greater interest. We must join our forces with those of the community and cooperate for the good of the boys and the girls in our schools. We must make pupils want to do right rather than have to compel them not to do wrong. We must train our pupils to understand that whether they lead or follow, they should do so intelligently. We must make pupils find reasons for doing school work, and we must provide not only school subjects but also a complete school organization, so that a boy or a girl can live a normal life in school and be less susceptible to wrong influences wherever he may meet them.

Finally, we must center our whole aim toward developing a healthy being who shall have high ideals and who shall so use his time while occupied at work or in leisure, as to make him a good member of his home, a worthy citizen of his community, and one who recognizes that he owes something to his fellow beings. In reaching this high aim, the extra curricular activities of a properly organized school have no small part.

**APPENDIX B**

**ARTICLES FROM VARIOUS MAGAZINES DEALING WITH THE JUNIOR HIGH SCHOOL**

1. Gladfelter, Howard A.--Supervising Principal, Manayunk Public School, Philadelphia, Pennsylvania.  
Basic Purposes and Functions of the Junior High School.--Education 46 139-44 N'25 States that the Junior High School has been organized primarily to give the best educational opportunity to adolescent, pre-adolescent, and post-adolescent children. It is comprised chiefly of grades 7-8-9 or some deviation from this arrangement. The five basic purposes and functions of the junior high school as given by Briggs are then elaborated and supported.
2. Creutz, L.R.--Superintendent of Schools, Monroe, Wisconsin.  
Five years of the Junior High School Idea in a Small City.--SR 33; 139-46 F'25.  
This article describes the early "fumbling and success" efforts to build a junior high school from an uncertain bunching of grades 7-8-9 with departmentalized teaching. Gradually the idea gained momentum and spirit. After five years the argument for the junior high school idea is given under these four points:
  - a. We have an enriched curriculum for the seventh, eighth, and ninth grade boys and girls.
  - b. The Junior High School idea has furnished a strong stimulus for the improvement of instruction.
  - c. Because of its emphasis on the right of youth to explore the field of human knowledge in the effort to determine its aptitudes and interests, the junior high school has brought about a gradual democratization or, perhaps, socialization of our school organization.
  4. A result of the attempt to interpret the junior high school idea in Monroe has been the retention in school of nearly all of the children through the high school years.
3. Holding Power of the Rochester J.H.S.--SR 32; 726-9 D'24.  
Editorial comment on a Board of Education Bulletin of Rochester entitled; The Junior High School.  
The editorial sets some supported claims to holding power.  
"The varied curriculums, the helpfulness of guidance, and the opportunity to prepare for some definite and desirable occupation makes an appeal to boys and girls who have formerly shown little interest in going to school. The pupils now desire to go to school, and their parents are willing to make almost any sacrifice necessary to this end."
4. Glass, J.M.--Present Status of the Junior High School in Cities of 100,000 Population.--SR 32; 598-602 O'24.  
A summary of reports, mostly favorable, on status of the junior high school in the 68 cities of U.S. of 100,000 or more population. Sixty-four cities reported. Thirty-five have J.H.S. in operation, nine others have them under construction, and four have them authorized.

5. Ballou, F.W.--Junior High Schools in Washington--N.E.A. Proceedings 1924-416-423.

"Educational authorities assert that the first junior high school was established in 1909. According to the U.S. Census Bureau of Education, thirteen years later, i.e., in 1922, 456 different cities reported 733 junior high schools."

Washington has adopted the junior high school idea for the entire system. The article relates the incidents of the development of plans.

6. Lyman, R.L. (U. of C.) The Junior High Schools of Atlanta, Georgia. SR 33-278-93-0'25.

"The author mentions the establishment of the junior high school as a feature of "a city's educational awakening." A survey in 1920 by Professors G.D. Strayer and N.L. Englehardt revealed deplorable conditions and was the basis of recommendations for the expenditure of \$4,000,000, the amount received from an authorized bond issue.

After detailing some facts revealed by the survey the author discusses some growth improvements including the launching of the junior high school program. In turn the teaching staff, the program of studies, correlation of subjects, ability grouping, guidance--education and vocational--differentiating instruction, provisions for retarded pupils, student self-government, physical education and athletics, and avocational interests are treated.

"One citizen of Atlanta remarked to the writer, 'We cannot think of our school system now without our junior high schools.'"

7. Lyman, R.L. --Junior High Schools of Chicago--SR 32; 733-45 D'25. Under the leadership of Superintendent William McAndrew, Chicago, entered in 1925 into a vigorous movement for junior high schools. The experts contemplate new elementary, new junior high schools, and new senior high schools whenever necessary. The new Junior High Schools seem to offer relief to the grades below and above.

"Plans of the building survey as they are being carried forward by Homer Davis, involve three major considerations. First, the school buildings in a large city should be so located that no child will be compelled to walk more than a half-mile to an elementary school, more than one mile to a junior high school, more than two miles to a senior high school. Second, the buildings should be designed on the unit expansible plan; that is, the major error of the past, by which a building is once and for all completed, should be avoided. Third, the school building should be planned from the beginning to serve the varied interest both of the school and of the community as a whole."

There is good material on the teaching staff, curriculum, etc.

8. Powers, J.O.--Legal Provisions and Regulations of State Department of Education Affecting Junior High Schools.--SR 33 280-91  
April '25.

The article developes the implications of the title. School codes of 25 states make reference to the junior high school. Table 1 summarizes the types of legislation. No state law provides for a separate junior high school district.

"Approval or recognition by the state department of education gives the junior high school definite legal standing in twenty states."

A summary and conclusions are given on page 285 as follows:

- a. A considerable amount of legislation with regard to junior high schools has appeared in the various states. This legislation tends to break away from the 8-4 plan of school organization and to facilitate the extension of secondary education into the upper grades of the common school.
- b. The state departments of education and the chief executive officers of education in the various states are in a position, by virtue of the power of recognition and approval, to influence notably the development of the junior high school.
- c. There is little, if any, tendency to make the organization of junior high schools mandatory upon local districts.
- d. There is a tendency to recognize the division between elementary education and secondary education at the beginning of the seventh grade.
- e. In general the privileges extended to other types of schools are extended to junior high schools.
- f. There is little indication of a tendency to raise the requirements for certification of junior high school teachers above the requirements for certification of elementary school teachers.
- g. There is a tendency to permit the organization of junior high schools by existing high school districts.
- h. The tendency to recognize the traditional distinction between elementary education and secondary education at the end of the eighth grade persists in some of the school laws.
- i. There is a tendency to centralize the control of the junior high schools through the power of recognition of the state departments of education.
- j. There are few provisions of state laws that influence the size of schools that may be organized as junior high schools.
- k. School laws make few provisions directly regarding the content of the courses of study in the junior high schools.

Later, in Table II--Frequency of Subjects by Study by grades in the Recommended Junior High School Programs of Study of Eleven States--English is required by all, physical training by nine, and social science by seven. The presentation would suggest a definite reorganization of curriculum materials.

9. Ayer, Fred C., University of Washington--Objectives, Types, and Advantages of Upper Grade Organization.--Ele. Sch. J. 25; 442-250, F.'25.

The writer found from a questionnaire that thirteen educators out of sixteen favor the junior high school organization, two favor the platoon organization, and one favors the industrial type. The author considers the four types of organizations namely, academic, industrial, platoon, and junior high school.

The following standards were adopted for the purpose of measuring the success of the four types of organization; a. Attendance, b. Progress, c. Achievement, d. Curriculum, e. Instruction, f. Supervision, g. Administration, h. Guidance, i. Socialization, j. Low cost or economy. Findings were very favorable to the junior high school and platoon types of organizations.

10. Lyman, R.L.--The Rural Junior High Schools of New Hampshire--SR 34; 175-84--M '26.

"The rural junior high schools of New Hampshire are a part of a state-wide campaign made by agricultural communities to prevent the migration of their young people to the larger cities."

The movement for better education in Weare is then described. This presents clearly the power and possibility of education. The better schools idea is effective.

11. Renwick, Albert--Critical Examination of the Principles Underlying the Junior High School--Education 43; 604-19-June 1923.

The author treats the following;-An outline of the Characteristics and Principles underlying the Junior or Intermediate School, (after Inglis.)

A. Provision for gradual transition:

- a. The close articulation of each successive grade with the preceding grade, as far as teaching method and material are concerned.
- b. The gradual change from the one-teacher plan of the elementary school, i.e., the gradual introduction of the departmental organization.
- c. The gradual change from largely supervised work to relatively independent work involving initiative, self-reliance, and responsibility.
- d. The gradual change from largely supervised work to relatively independent work involving initiative, self-reliance, and responsibility.
- e. The gradual introduction of new subject-matter.
- f. The gradual introduction of election.
- g. The gradual change of teaching method and treatment of children.

B. Provision to meet the need of individual differences and the different needs of society:

- a. The introduction of elective subjects.
- b. Promotion by subjects rather than by grades.
- c. Increased flexibility in the schedule and its administration.
- d. Educational diagnosis, exploration, and direction.
- e. Recognition of the needs of those leaving before the close of the course.
- f. Provision for the economy of time in the case of brighter pupils.

- C. Flexibility of Organization and Administration: This is in a large degree affected by the above provisions. It may be noted, however, that the formal separation of the work of the junior high school into distinct curricula interferes seriously with the flexibility of the school.
- D. Provision for educational diagnosis, exploration, and direction;
  - a. The introduction of certain subjects which acquaint pupils with the several phases of activity and test his capacities and interest.
  - b. The introduction of some work designed to give the pupil educational and vocational information and enlightenment.
  - c. The administrative recognition of this function and the arrangement of administrative machinery to provide advice and direction.
- E. Provision for Some Prevocational Training;
  - a. The establishment of a course designed to give the pupil some knowledge of vocational opportunities and requirements.
  - b. Prevocational courses designed but to develop skill in specific trades or processes, but some knowledge and skill in the underlying processes common to several vocations.
- F. Provision for the Reorganization of Teaching Material and Methods;
  - a. The organization of Subject-Matter primarily with reference to the capacities and needs of the pupils and with reference to the activities in life after school, not primarily in terms of the logical organization demanded by the subject as a "science," e.g. general science, community civics.
  - b. The organization of teaching method to conform with the reorganization of material.

12. Whitney, F.P.--Culture and Utility--School and Society-19; 627-34  
May 31-'24.

This article renews the ancient controversy of Culture vs. Utility. It seeks in some measure to join the two concepts. "Any occupation or art or study" said Aristotle, "deserves to be called mechanical if it renders the body or soul or intellect of free persons unfit for the exercise and practice of excellence."

"As John Dewey has pointed out, Aristotle is 'permanently right if gainful pursuits as a matter of fact deprive the intellect of the conditions of its exercise and of its dignity.'"

"The presuppositions with which I enter this argument for a synthesis of the notions of culture and utility may be stated without comment in the form of four propositions. Each of these propositions may be debatable but, for the purpose of this discussion, I am here assuming their acceptance.

1. The aim of the junior high school is to give all children a general or liberal training.
2. Progressive differentiation but not specialization should characterize the junior high school.
3. Vocational Training as such is not within the province of the junior high school.
4. Instruction in all subjects in junior high school including the practical arts should be fundamentally correct and scientifically sound as far as it goes.



"Our schools are standardized like the rest of our machines until self-direction and initiative and genuine originality are swamped. A timid demand for the free play of creative effort is met with the deafening retort from a million protagonists of the machine, that creative effort is, for all but an insignificant majority, a mere illusion, the figment of a dream.----But to the junior high school, through which all the children pass, comes in a peculiar way the challenge to open wide the doors of life. The school subjects must be treated not merely as means toward uniformity but as avenues toward diversity."

13. Olander, Victor--The Junior High Schools from the Other Side--  
Educational Review 68: 86-94 - S'24.

(Stenographic report of address made to Chicago Board of Education by Mr. Victor of the Illinois Federation of Labor.)

Opposed the introduction of the junior high school system into Chicago on the grounds that the name is not true, the record of the institution is not good, its utility is uncertain. His analysis is colored with a clear attitude of opposition. The article is worth reading as an aid to the analysis of certain types of educational misunderstandings all too frequently found and promoted.

14. McGregor, A.L.--Preparing Teachers for the Junior High School--  
Educational Review--69; 140-2-March '25.

The author explains a plan of training teachers in the Washington Junior High School of Rochester.

"It is the ambition of the faculty of Washington Junior High School to be so thoroughly acquainted with every member of the student body that each one will be assured a real opportunity to develop in health, mental and manual power, personality, and character."